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ABSTRACT

Title III projects conducted by local education agencies in Connecticut are listed alphabetically by agency and described. Each entry gives project title, amount and term of funding, target population, major objectives, evaluation design, findings to date, and dissemination plan. The agency name and address and the project director for each of the 91 entries is also given. A subject index to the projects is attached. (SK)

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TITLE III

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2

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FORWARD

This publication was prepared for the Bureau of Evaluation and Educational Services, Connecticut State Department of Education, by the Educational Resources Center, a unit of Area Cooperative Educational Services (ACES).

The Educational Resources Center (ERC) is a retrieval and dissemination agency serving the information needs of educators throughout Connecticut.

Roger E. Richards
Coordinator - Title III - ESEA
State Department of Education

Harry W. Osgood
Director, ERC

Adele Clark
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September, 1974

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Secretary

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TABLE OF CONTENTS

	PAGE
INTRODUCTION	ii
ABSTRACTS AND DOCUMENT ACCESSION LIST . .	v
ABSTRACTS AND NARRATIVE REPORTS WITH PROJECT IDENTIFICATIONS	1
INDEX OF PROJECTS BY SUBJECT	268

INTRODUCTION

Concerning Title III .....

In 1965 the Elementary and Secondary Education Act was enacted by the Congress in an effort to help update the nation's schools. Discontented with some of the educational practices in basic education, Congress earmarked money for different kinds of categorical aid in the form of various titles. One of these, Title III, was designed to bring about creative solutions to educational problems. Title III or PACE (Projects to Advance Creativity in Education) has attempted to encourage new ways of teaching by providing innovative services for children and teachers and by adopting and demonstrating exemplary programs based on proven practices. No limit was established on the type of educational problem that could be addressed nor the amount of money that would be granted to a particular project except for the constraint of the state's total entitlement.

Legislation has changed Title III to the extent that, as of 1967, 15% of all Title III dollars must be expended in programs designed for the handicapped, and, as of July 1, 1970, the guidance and counseling section of NDEA (National Defence Education Act), Title V-A, was transferred to Title III.

For the first three years of Title III activities, grants were made directly to local education agencies (LEA's) by the U. S. Commissioner of Education, USOE. In July of 1968, however, Congress amended the legislation so that the states themselves would be primarily responsible for the administration of Title III. The legislation was changed again in April of 1970 so that the U. S. Commissioner as well as the states may make direct grants to LEA's. This provision was made in Section 306. Currently, the U. S. Office of Education administers 15% of the appropriation while the states administer 85%.

.... IN CONNECTICUT

Administration of Title III in Connecticut is the responsibility of the Bureau of Evaluation and Educational Services with direct coordination provided by Dr. Roger E. Richards, Title III Coordinator.

Projects have been funded on a competitive basis and cover a wide range of educational concerns. In some cases, projects have a single focus, such as reading improvement or music education. In other cases, projects are multi-faceted incorporating several components or emphases. To review the range of project emphasis, the reader is referred to the Subject Index, found on page xi.

Another variable in Title III projects is the nature of the approach utilized. To a surprisingly high degree, the effort has

been innovative, i.e., developing quite unique and novel approaches to educational problems. Other Title III projects, while not creating a new approach, have developed exemplary programs based on successful practices in existence elsewhere. Additionally, some Title III projects have adapted to their settings, programs completely developed and proven in ongoing school practice.

A final important difference among Title III projects is the number of participating school districts. At one extreme, there are projects which have involved only one school. At the other extreme a few projects have served as many as 25 to 35 school districts. There is no standard requirement in this regard; the number of participants and the scope of operation depend primarily upon the purposes and nature of the specific project.

Most projects have had a Title III funding period of three years. Since a critical part of the change process is adoption, it was thought that this would give each LEA enough time to work out the problems in the project, evaluate its worth and, hopefully, make it a regular part of the on-going school program. Grant support given the LEA usually decreases each year of project operation so that the LEA assumes increasing levels of financial responsibility during the project's life span.

STATEWIDE DISSEMINATION OF TITLE III PROJECTS

The dissemination of project information plays a vital role in the effectiveness of Title III. In fact, dissemination was written in as a requirement of Title III on the local, state and national level. Unless more educators become aware of the newer trends and have access to data on the successes and failures encountered in the search for educational improvement, the comparatively small amount of money that is available for educational innovation may have limited long-range effects. Part of the State's administrative responsibility in the dissemination of project information on a state-wide basis has been invested in the Area Cooperative Educational Services (ACES) and its Educational Resources Center (ERC). ACES, a former Title III Project, is a regional education service center for the greater New Haven area. It is through this vehicle that information for this publication has been gathered. The ERC will also serve those who want to learn more about the Title III projects described herein.

PURPOSE AND USE OF THIS PUBLICATION

The purpose of this publication is to activate a communications system so that the educational community-at-large may become aware of programs supported by Title III; so that educators will have enough

information to decide whether to explore the programs in more detail with a view to adopting them; and so that a resource network can be established for those in the process of studying and/or planning new programs in their communities. With these uses in mind, this publication consists of abstracts of all Title III projects, past and present, accession listings of project documents, and a subject index. As additional projects come into being, periodic supplements will be issued. Most of the abstracts of the projects were submitted by the project directors/coordinators and contain the LEA, project number, financial information, target population, major objectives of the project, project activities, evaluation design, findings to date, dissemination plan and progress toward adoption. Few editorial modifications were made by the ERC on the project abstracts. The abstracts are arranged alphabetically by grantee agency and are followed by project-related document listings (e.g., planning proposal, initial operational proposal, continuation proposals, project evaluation reports and on-site evaluation reports). The accession numbers are pre-fixed by TT (e.g., Title Three) so as to distinguish this file from other special collections housed at the ERC. The first three digits refer to the project, while the second three digits refer to specific documents. ALL OF THESE DOCUMENTS ARE AVAILABLE THROUGH THE ERC IN MICROFICHE FORMAT AT NO COST TO CONNECTICUT REQUESTORS. WHEN REQUESTING ANY DOCUMENT, REFERENCE SHOULD BE MADE TO ITS ACCESSION NUMBER. Please note that the parenthetical digits after the code number refers to the number of fiche comprising the document.

The subject index consists of approximately two descriptions of each project. These terms are the "descriptors" used by ERIC. ERIC (Educational Resources Information Center) is the national information system of the U. S. Office of Education. This system is a network which acquires, evaluates, abstracts and indexes educational information for dissemination throughout the country. For the most part, we are using the "descriptors" that ERIC uses in its indexing system. This process was selected to avoid confusion about terms and also to facilitate information retrieval.

The ERC is acting as the clearinghouse for ESEA Title III project dissemination within Connecticut, and all requests for information should be directed to the Center. Those interested in receiving more detailed information about certain projects should contact the Center with the accession number of the desired document(s). Those interested in meeting with members of a project and visiting that project should contact the Center to ascertain current project status. This would apply to those persons who are interested in adopting the program in their school or system but first want to evaluate it and discuss operational and related problems. All mail requests should be directed to:

ACES, Educational Resources Center
800 Dixwell Avenue, New Haven, Connecticut 06511.

The ERC is accessible to Connecticut residents outside of the New Haven phone area by dialing (toll free) 1-800-922-1567. For the New Haven area, dial 562-9967.

TABLE OF CONTENTS

ABSTRACTS AND DOCUMENT ACCESSION LIST		PAGE
001	Area Cooperative Educational Services DEVELOPING THEATER ARTS TECHNIQUES FOR COUNSELORS	1
002	Area Cooperative Educational Services EDUCATIONAL USE OF CABLE TELEVISION	4
003	Avon TALCOTT MOUNTAIN SCIENCE CENTER FOR STUDENT INVOLVEMENT	7
004	Branford A MODEL PROGRAM: TRAINING TEACHERS TOWARD INDIVIDUALIZED INSTRUCTION (AMP)	10
005	Bridgeport ACCENT ON CREATIVITY AND TALENT (ACT)	13
006	Bridgeport EXPERIMENTAL BICULTURAL EARLY CHILDHOOD PROGRAMS	16
007	Bridgeport PRESCHOOL INTERVENTION AND PREVENTION FOR HANDICAPPED CHILDREN	19
008	Bridgeport READING ENVIRONMENT WITH LEARNING ALTERNATIVES THROUGH TEACHER EDUCATION (RELATE)	22
009	Bristol MULTIMEDIA ELECTRONIC COMPOSITION AND COMPARABLE APPLICATIONS (MECCA)	25
010	Brooklyn AN EXTENSION OF ELEMENTARY COUNSELING: REACHING CHILDREN THROUGH PARENT PARTICIPATION	28
011	Cheshire DEVELOPMENTAL RESOURCE CENTER	31
012	Cheshire PARENTAL PRE-SCHOOL APPROACH FOR PREVENTION OF LEARNING DISABILITIES	34
013	Coventry PROJECT ASK	49
015	CREC INNOVATIVE VOCATIONAL EDUCATION (IVE)	37

		PAGE
016	CREC MOVEMENT EDUCATION FOR HANDICAPPED CHILDREN	40
017	CREC PROJECT EVALUATION	43
018	CREC PROJECT VIEW: CAREER INFORMATION CENTER	46
019	Danbury ELIOT PRATT OUTDOOR CENTER	52
020	Danbury REGIONAL EDUCATIONAL SERVICES CONCEPT THROUGH UNITED EFFORT (RESCUE)	55
021	Department of Children & Youth Services SCHOOL COUNSELING LIAISON BETWEEN COMMUNITY, SCHOOL AND INSTITUTION	58
022	Department of Corrections VOCATIONAL EVALUATION FOR WORK TRAINING	61
023	Derby PROJECT IMPROVE	64
024	East Hartford PROJECT ORFF	67
025	East Windsor INSERVICE COUNSELORS	70
026	East Windsor WORLD OF WORK (WOW)	73
027	Farmington COUNSELING FOR THE GIFTED	76
028	Greenwich CONNECTICUT CLUSTER PROJECT IN NON-WESTERN CULTURES	79
029	Greenwich PILOT ELECTRONIC PROJECT IN MUSIC EDUCATION (PEP)	82
031	Hamden CONNECTICUT SUBURBAN AND SHORELINE EDUCATIONAL COMPUTER CENTER (COSSECC)	85
032	Hartford ACADEMIC GAMES	88
033	Hartford ALTERNATE CENTER FOR EDUCATION (ACE)	91
034	Hartford OPERATION ASTRA	103

		PAGE
035	Hartford DECISION MAKING	94
036	Hartford HARTFORD '74	97
037	Hartford LIFE THROUGH CINEMA	100
038	Hartford OPERATION GO	106
039	Hartford OPERATION HICUT	109
040	Hartford PROJECT CONCERN	112
041	Hartford SPHERE	115
042	Hartford TEACHER INTERACTIVE LEARNING CENTER	118
043	Hartford WAVERLY OPPORTUNITIES WORKSHOP (WOW)	121
044	Hartford WOMEN TODAY & TOMORROW	124
045	Killingly RESEARCH DEVELOPMENT AND INNOVATION CENTER	127
046	Learn ASSOCIATE SPECIAL EDUCATION RESOURCE CENTER (ASERC)	130
047	Manchester PROJECT OUTDOORS	133
048	Mansfield SEMINARS IN AFFECTIVE EDUCATION LEADERSHIP (SAEL)	136
049	Meriden CABLE RAVE	139
050	Meriden A PROGRAM TO EVALUATE AND STRENGTHEN GUIDANCE SERVICES	142
051	Meriden RAVE	145
052	Middletown DEVELOPING IMAGINATIVE AND SUPERIOR CURRICULUM TO UPGRADE THE SOCIAL SCIENCES (DISCUSS)	148
053	Middletown SCHOOL WITHIN A SCHOOL (SWAS)	151

		PAGE
054	Monroe MONROE BUILDS COMMUNICATIONS	154
055	New Britain THE LEARNING CENTER	157
056	New Haven CREATIVITY IN THE CLASSROOM	160
057	New Haven ORGANIZATION OF COMMUNITY AND SCHOOL STAFF FOR RESTRUCTURING THE SCHOOL SYSTEM	163
058	New Haven PROJECT CREATE	166
059	New Haven U. S. GRANT FOUNDATION SUMMER SCHOOL	169
060	New London GENERAL ADVANCEMENT PROGRAM (GAP)	172
061	North Haven AREA COOPERATIVE EDUCATIONAL SERVICES (ACES)	175
062	Norwalk SCHOOL PROGRESS REACHES EACH DISTRICT (SPRED)	178
063	Old Saybrook LONG-RANGE EDUCATIONAL ASSISTANCE FOR REGIONAL NEEDS (LEARN)	181
064	Plainville CAREER ORIENTATION AND CURRICULUM REDESIGN	184
065	Regional District #7 A REGIONAL PUPIL SERVICES TEAMWORK APPROACH	187
066	Regional District #9 SENIORS TUTOR FOR EDUCATIONAL PROGRESS (STEP)	190
067	Regional District #10 AREA EDUCATIONAL SERVICES CENTER	193
068	Regional District #13 SCHOOL-COMMUNITY OCCUPATIONAL PREVIEW EXPERIENCES (SCOPE).	196
069	Rocky Hill AFED/SELF	199
070	Simsbury DEVELOPMENT OF AN EVALUATION PROCEDURE TO IDENTIFY GIFTED STUDENTS	202

		PAGE
071	Stamford MUSIC UTILIZES STUDENTS INTERESTS AND CREATIVITY (MUSIC)	205
072	State Board of Education DRAMA/TECH.	208
073	Stonington PROJECT OCEANOLOGY	211
074	Suffield ANALYSES AND EVALUATION OF GUIDANCE SERVICES AND BEHAVIORAL OBJECTIVES	214
075	Suffield ANISA	217
076	Suffield PROJECT 3R	220
077	Thompson SCHOOLS HUMANIZE AND INDIVIDUALIZE PROGRAMS (SHIP)	223
078	Watertown REGIONAL ELEMENTARY SCHOOL TEACHER UPGRADING	226
079	West Hartford CAREER EDUCATION IN THE ARTS	229
080	West Hartford DIAL SELECT	232
081	Westport COOPERATIVE INDIVIDUALIZED READING PROGRAM (CIRP)	235
082	Westport YOUTH SERVICES TRAINING PROGRAM	238
083	Wethersfield EVALUATION OF THE USE OF VARIOUS TYPES OF INCENTIVES IN EDUCATIONAL PROGRAMS	241
084	Wethersfield METRO	244
085	Wethersfield PROJECT REMODEL	247
086	Windham INTERNSHIP FOR BEGINNING TEACHERS	250
087	Windham PARTNERS IN PLACEMENT	253

PAGE

088 Windham 256
SELF SEARCH

089 Woodbridge 259
COOPERATIVE URBAN SUBURBAN SUMMER SCHOOL

090 Woodbury 262
CONNECTICUT OUTDOOR PROJECT IN EDUCATIONAL SERVICES (COPES)

091 Woodbury 265
GREATER REGIONAL OPPORTUNITIES FOR WATERBURY (GROW)

TITLE III

PROJECT INFORMATION

a.c.e.s.

EDUCATIONAL
RESOURCES
CENTER

800 DIXWELL AVENUE, NEW HAVEN, CONNECTICUT 06511

Local Educational Agency: Area Cooperative Educational Services	U. S. O. E. or State Project Number
Address: Village Street, North Haven, Conn.	16-73-1016
Project Director: Joan L. Avitabile	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing Theater Arts Techniques for Counselors

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7-1-73	6-30-74	$21,000	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 1976

Projected Title III funding for total project period: $47,000.

TARGET POPULATION: School counselors, school administrators, and other pupil personnel workers (including crisis intervention teachers, social workers, school psychologist) for all grade levels.

MAJOR OBJECTIVES: To provide participants with skills and techniques for use in group counseling experiences.

To provide participants with various experiences to develop their own awareness and awareness of others.

ACTIVITIES:

1. Training workshop (one week).
2. Monthly follow-up sessions (Friday evening and Saturday).
3. Participants as leaders - participants are encouraged to invite fellow staff members to a weekend session and undertake some of the leadership role under the direction of the workshop leaders.

Project Title: Developing Theater Arts Techniques for Counselors	U. S. O. E. or 16-73-1016 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Check list of the activities presented.
Attitudinal scale.
Teacher questionnaires.
Journal.

FINDINGS TO DATE: Final evaluation has not been completed. However, participants report that the activities presented have been most helpful in their work. Many have taken the opportunity to share their workshop experiences with staff and the community in their own schools.

DISSEMINATION PLAN:

1. Video tape, which will be representative of the various activities and the workshop process.
2. Journal Booklet - made up of participant entries of uses, modification and reactions to the activities. Both items will be available upon request.

PROGRESS TOWARD ADOPTION:

Too early to determine adoption progress, although some trained participants are serving as resource people in their own schools.

Date completed or reviewed 6/17/74 Completed by: Joan C. Avitabile Phone: (203) 562-0151 ext. 1315

LEA: AREA COOPERATIVE EDUCATIONAL SERVICES

PROJECT: DEVELOPING THEATER ARTS TECHNIQUES FOR COUNSELORS

CODE NO: 001 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 001-001
Continuation Proposal	TT 001-002

Local Educational Agency: Area Cooperative Educational Services

Address: 12 Village Street, North Haven, Conn. 06473

Project Director: Norman Cohn

U. S. O. E. or State Project Number: 16-73-1020

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Educational Use of Cable Television

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$19,880.	$19,880.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $29,000.

TARGET POPULATION: School administrators, audio-visual directors, and teachers in area schools.

MAJOR OBJECTIVES: 1. Assist educational agencies in planning and preparation for educational use of cable television; 2. Offer information and consultation on potential use of cable TV; 3. Encourage different agencies to explore cooperative approaches to CATV issues; 4. Assist agencies in dealings with local CATV system operators.

ACTIVITIES:

1. Regional CATV Education Planning Committee.
2. Active workshop program - the STUDIO
3. Video Directory
4. Negotiations with CATV operators.
5. Video-cable consulting and assistance.
6. Newsletter - Notes from the STUDIO
7. Regional Equipment survey.
8. Tape purchasing services.

Project Title: Educational Use of Cable Television	U. S. O. E. or 16-73-1020 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Feedback questionnaires from workshops and Planning Committee; participation in workshops, committee, video directory; requests for information and assistance.

FINDINGS TO DATE: Increased awareness, activity and participation.

DISSEMINATION PLAN: 1. Video Directory expansion; 2. Newsletters mailed state-wide; 3. Dissemination packet distributed by Connecticut Cable Coalition; 4. Project-end summary and guidelines distributed state-wide.

PROGRESS TOWARD ADOPTION: Most participating school districts are making good progress in gearing up for eventual cable-TV implementation.

Date completed or reviewed 6/3/74 Completed by: Norm Cohn Phone: (203) 562-9967

LEA: AREA COOPERATIVE EDUCATIONAL SERVICES

PROJECT: EDUCATIONAL USE OF CABLE TELEVISION

CODE NO: 002 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 002-001

Local Educational Agency: Avon Board of Education

Address: Simsbury Road, Avon, Conn. 06004

Project Director: Donald P. LaSalle

U. S. O. E. or State Project Number: 67-2895

67-2895

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Talcott Mountain Science Center for Student Involvement

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	2/1/67	1/31/68	$199,091.	
Cont.	2/1/68	1/31/69	181,738.	
Cont.	7/1/69	6/30/70	60,000.	
TOTAL				

Proposed Termination Date: 6/30/70

Projected Title III funding for total project period: $440,829.

TARGET POPULATION:

Students K through college from greater Hartford area and beyond.

MAJOR OBJECTIVES:

1. To provide students with "hands-on", direct participation in earth science studies.
2. To create an understanding and appreciation of the scientific method of inquiry.
3. To develop in students the knowledge and critical skills needed for scientific investigation.

ACTIVITIES:

Remodelling an abandoned NIKE site located atop Talcott Mountain, the project provides a range of group and individual learning opportunities in astronomy, meteorology, geology and radio communication. A highly skilled center staff aids teachers to prepare students for center visits. Utilizing a range of scientific equipment and facilities, programs cover the student population from elementary to higher education.

Project Title: Talcott Mountain Science Center	U. S. O. E. or 67-2895 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

A two-year study of project effectiveness utilized questionnaire, surveying of school administrators, teachers, and students.

FINDINGS TO DATE:

Administrators and teachers concurred that the programs of study offered are of high quality and integrated well with on going school programs. Students were most enthusiastic and productive.

DISSEMINATION PLAN:

Quarterly newsletter, brochures, articles in professional journals, conference presentations.

PROGRESS TOWARD ADOPTION:

As a non-profit educational corporation, the Science Center is now beginning its fourth year beyond the initial Title III funding. Schools and communities have adopted the concept very well and programs are oversubscribed. New patrons are added each year with Center's expansion and correspondingly increased financial support.

Date completed or reviewed 3/1/73 Completed by: Donald LaSalle Phone: (203) 677-1359

LEA: AVON

PROJECT: TALCOTT MOUNTAIN SCIENCE CENTER FOR STUDENT INVOLVEMENT

CODE NO: 003 (9 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 003-000
Continuation Proposal	TT 003-002
Continuation Proposal	TT 003-003
Project Evaluation Report	TT 003-004
Project Evaluation Report	TT 003-005
On Site Evaluation Report	TT 003-006

Local Educational Agency: Branford Board of Education **Address:** 23 Laurel Street, Branford, Conn. 06405 **Project Director:** Robert G. Hale, Sr.	**U. S. O. E. or State Project Number** 16-69-1000

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Model Program: Training Teachers Toward Individualized Instruction (AMP)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	10/68	10/69	$105,600.	$105,600.
Cont.	7/69	6/70	80,000.	$125,621.
Cont.	7/70	6/71	179,300.	179,300.
TOTAL				

Proposed Termination Date June, 1971

Projected Title III funding for total project period: $364,900.

TARGET POPULATION:

School Faculties
- Grades K-6 - Clintonville School, North Haven, Connecticut
- Grades K-6 - Fox Run School, Norwalk, Connecticut
- Grades 5-8 - Branford Public Schools, Branford, Connecticut

MAJOR OBJECTIVES:

To provide a series of in-service training opportunities to develop a highly individualized program for an open plan building.

ACTIVITIES:

Number of workshops and in-service training programs, as well as consultant services to the faculty members, in order to facilitate the individualization in the areas of math, language arts, science and social studies primarily.

Project Title:	A Model Program: Training Teachers Toward Individualized Instruction (AMP)	U. S. O. E. or State Project Number 16-69-1000

ACTIVITIES (Cont.):

EVALUATION DESIGN:

With the cooperation of Hofstra and Columbia University, a scale of individualization indicators was developed. Using a scale of indicators pre-imposed observations of classroom teachers was undertaken to determine the degree to which individualization was taking place.

FINDINGS TO DATE:

The training program has to a significant degree increased the amount of individualization taking place in the participating schools.

DISSEMINATION PLAN:

A manual for individualization of instruction was developed and was distributed to interested parties on a request basis.

PROGRESS TOWARD ADOPTION:

To date, the best example of adoption is the instructional program at the Branford Intermediate School, Branford, Connecticut. It would appear that the Branford Intermediate School best reflects the original goals and objectives for Project AMP.

Date completed or reviewed 3/25/74 Completed by: Robert Hale, Sr. Phone: (203) 488-8317

LEA: BRANFORD

PROJECT: A MODEL PROGRAM: TRAINING TEACHERS TOWARD INDIVIDUALIZED INSTRUCTION (AMP)

CODE NO: 004 (4 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 004-001
Continuation Proposal	TT 004-002
Continuation Proposal	TT 004-003
Project Evaluation Report	TT 004-004
Project Evaluation Report	TT 004-005
On Site Evaluation Report	TT 004-006

Local Educational Agency: Bridgeport Board of Education **Address:** c/o J. Winthrop Middle School, 85 Eckart St., Bridgeport, Conn. 06606 **Project Director:** Israel Rubin, D. Piscitelli	**U. S. O. E. or State Project Number** 16-73-1006

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Accent on Creativity & Talent (ACT)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	1973	1974	$22,830.	$22,830.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date June 1975

Projected Title III funding for total project period: $49,000.

TARGET POPULATION: Middle school grades, public and parochial, in the north end of Bridgeport.

MAJOR OBJECTIVES:

1. Identification of the creative and talented child.
2. Develop a specialized program for the talented and creative child through the utilization of community resources and personnel that are not now available in the schools.
3. Encourage and construct a pupil personnel approach to the identification of the talented and creative child, especially those from the minorities/disadvantaged.
4. Relate guidance services to other pupil personnel services and cooperating community resource people to improve curricula and broaden exposure to career and occupational choices.

ACTIVITIES:

1. Construct a program of identification including: a. teacher identification list, b. achievement test scores, c. Torrance Test of Creative Thinking, d. Teacher functional class check list, e. interviews by guidance counselor and school psychologist. Pre and post testing of all the above activities.
2. Construct a math/science program at the Museum of Art, Science and Industry.
3. Schedule three sections of talented and creative pupils at the University of

Project Title: Accent on Creativity and Talent (ACT)	U.S.C.A. or State Project Number 16-73-1006

ACTIVITIES (Cont.):

Bridgeport in music, art, and drama.
4. Arrange for two periods of independent study on Mondays and Fridays.
5. Pupils bused to their community classes on Tuesdays, Wednesdays, and Thursdays from 1:00 to 3:00 p.m.

EVALUATION DESIGN:

1. Pre and post testing as listed in Activity #1.
2. Periodic evaluations on a pre-designed form utilizing observation techniques.
3. Ongoing interviews with students are held by guidance counselor, student guidance counselor and school psychologist.
4. Teacher functional list to check progress and ability to handle additional work load.
5. Outside evaluator, Dr. Randolph Nelson, University of Bridgeport, will report at end of first year program.

FINDINGS TO DATE:

1. Middle school pupils identified and scheduled into Project ACT can cope capably with college level instruction in the arts.
2. Grouping of the talented/creative tends to increase their interest and productivi
3. These children have multiple interests and aptitutdes and many would be happy in a portion of Project ACT.
4. Major spin-off: Significant increase in maturation, responsibility, etc.

DISSEMINATION PLAN:

1. Title III meetings.
2. Newspapers, radio, T.V.
3. Bulletins from Special Education Department, State Board of Education, Dr. William Vassar.

PROGRESS TOWARD ADOPTION:

1. Bridgeport Board of Education voted on May 6, 1974 to "approve, support, and authorize" a Project entitled "ACT."

Date completed or reviewed 5/21/74 Completed by: Israel Rubin Phone: (203) 333-8551 Ext.768,769

LEA: BRIDGEPORT

PROJECT: ACCENT ON CREATIVITY AND TALENT (ACT)

CODE NO: 005 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 005-001

Local Educational Agency: Bridgeport Board of Education **Address:** City Hall, 45 Lyon Terrace, Bpt., Conn. 06604 **Project Director:** Virginia Lity	**U. S. O. E. or State Project Number** 16-73-1015

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Experimental Bicultural Early Childhood Program

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/84	$73,373.	$129,398.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date June 30, 1976

Projected Title III funding for total project period: $164,373.

TARGET POPULATION: A two-school attendance area which is high in Spanish-speaking population (Barnum and Garfield Schools). Present services: 3 year old children and their parents, and 4 year old pre-kindergarteners. Approximately 65% of the recipients are Spanish speaking. Supportive reading and language services for 8 first grade classes are also provided.

MAJOR OBJECTIVES: Assist parents to realize the importance of their actions and attitudes in the educational growth of their children.

Prepare 4 year olds for the school experience by increasing readiness for learning in the dominant language and second language, encouraging self-confidence and independence.

Provide awareness and understanding of the "other" culture.

Provide students with the linguistic, cultural, and academic tools needed to achieve to the limit of their potential in the native language and second language.

ACTIVITIES: Toy Lending Program for area parents of 3 and 4 year old children. Parents are trained in the use of educational toys at home.

Activities are conducted for developing listening skills, oral language skills in the dominant and second language, motor and perceptual skills. Approximate instructional materials of a bicultural, bilingual nature have been provided. The staff is bilingual.

Materials and activities designed to stimulate growth in language and reading readiness are provided in English and Spanish.

Project Title: Experimental Bicultural Early Childhood Program	U. S. O. E. or State Project Number 16-73-1015

EVALUATION DESIGN: On a pre- and post- basis, parents fill out the Mother-Child Relationship Evaluation. Post-test will help to determine whether the program has caused any behavioral or attitudinal change on the part of the parent. We have translated the questionnaire in Spanish for the non-English speaking parent.

The Cooperative Pre-School Inventory is administered to each child in his dominant language to determine the program activities based on areas of need. The post-test results should indicate growth in areas of Personal-Social Responsiveness, Associative Vocabulary, Concept Activation - Numerical, Concept Activation - Sensory.

A locally developed Child Rating Scale for Teachers is kept on each child. Items reflect, among other areas, performance in speech, coordination, task solving, and self-image. The post-rating information will be passed on to the kindergarten teacher as subjective data on each child's strengths, potential, and weaknesses in all areas.

FINDINGS TO DATE: We are in the process of post-testing now. Subjective observations on the part of parents, teachers, and administrators have been positive.

DISSEMINATION PLAN: Verbal and written requests for information have been honored. Board members and community are kept appraised of program, funding, and progress. Future plans include commercially printed matter and video-tapes.

PROGRESS TOWARD ADOPTION: Dissemination money has been requested in the continuation budget. Pictures, parent statements, evaluation results are being accumulated.

Date completed or reviewed 5/17/74 Completed by: Virginia Lity Phone: (208) 333-8551 Ext. 748,749

LEA: BRIDGEPORT

PROJECT: EXPERIMENTAL BICULTURAL EARLY CHILDHOOD PROGRAMS

CODE NO: 006 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 006-001

Local Educational Agency: Bridgeport Board of Education **Address:** 45 Lyon Terrace, Bridgeport, Conn. 06604 **Project Director:** Mrs. Rose M. Loughlin	**U. S. O. E. or State Project Number** 16-73-1007

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Preschool Intervention and Prevention for Handicapped Children

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$32,772.	$40,934.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/76

Projected Title III funding for total project period: $102,000.

TARGET POPULATION: 20 preschool children with potential learning disabilities.

MAJOR OBJECTIVES: To identify children with potential learning disabilities while they are preschoolers and provide them with experiences that can prevent learning disabilities in later school and/or remediate these disabilities. The keystone to the program is a successful mother-child tutoring and training program that involves the mother in recognizing and meeting the academic, emotional, and perceptual needs of her child.

ACTIVITIES: Program focuses on the following areas: gross motor development, sensory motor integration, perceptual motor skills, language development, conceptual skills, and social skills.

Generally, the program provides: (1) a time for both quiet and active experiences, (2) opportunities for child-selected, as well as teacher-directed activities, (3) opportunities for individual and group activities, and (4) flexibility of scheduling.

Project Title: Pre-school Intervention and Prevention for Handicapped Children	U. S. O. E. or 16-73-1007 State Project Number

ACTIVITIES (Cont.): Mothers have been taught play activities which will stimulate perceptual development in their children. Other activities assist the mother in understanding the educational process so she can reinforce the program in the home. Additional activities assist the mother and child in becoming more aware of motivation and sensory processes.

A toy lending library is used in developing language and other skills at home.

EVALUATION DESIGN: Several methods to be used:

Parental participation component
Pre- and post attitudinal surveys
Battery of tests--Goodenough-Harris
Pre-school attainment records

FINDINGS TO DATE: Post-testing will occur in June. No year-end data are available at this time.

DISSEMINATION PLAN: Periodic reports to local school personnel; conferences with parents.

PROGRESS TOWARD ADOPTION: Requesting funds from local boards of education to increase the program by another class in order to provide for 20 additional pre-school children already identified by the Department of Psychological Services in need of this program.

Date completed or reviewed 4/25/74 Completed by: Rose M. Loughlin Phone: (208) 333-8551

LEA: BRIDGEPORT

PROJECT: PRESCHOOL INTERVENTION AND PREVENTION FOR HANDICAPPED CHILDREN

CODE NO: 007 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 007-001

Local Educational Agency: Bridgeport, Conn.

Address: University of Bridgeport, South Hall, Room 10, Bridgeport, Conn. 06602

Project Director: Joseph J. Lipp

U. S. O. E. or State Project Number: 16-73-1000

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Reading Environment With Learning Alternatives Through Teacher Education (RELATE)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$122,599.25	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date: 6-30-76

Projected Title III funding for total project period: $350,000.

TARGET POPULATION: Grades 4-8 Urban Segregated, Urban Integrated

MAJOR OBJECTIVES: 1. To disseminate a process model for a total communication program based on the individual strengths and needs of the student population 4-8 grades. a. to retrain teachers to act as Diagnosticians of instructional needs; Monitors of instructional growth; Instructors of individuals and groups; Facilitators of the learning environment, Resource persons to teachers, paraprofessionals, volunteers and cross-age tutors; b. to retrain teachers to utilize information about students' learning styles, interests, aptitudes and achievements in selecting techniques and materials for children; c. to support teachers in creating a total classroom environment that encourages the child's personal, physical and social development, as well as his academic achievement; d. to provide for the transfer of reading skills to all curricula areas; e. to increase teacher knowledge and understanding of a wide variety of materials by providing descriptive information about specific skills, publishers, media, levels of difficulty, and the involvement required by students and teachers; f. to include in the teacher retraining program the integration of reading skills instruction providing a viable transition for children moving from the primary to the upper elementary level.

To develop effective communication within and among the following groups: students, parents, teachers, administrators, central office and the greater community of adopting schools. a. to have the different role groups examine the responsibility and decision-making mechanisms for the operation of the school in the greater community; b. to plan, schedule, and implement a program which would allow for individual teacher-parent-student

Project Title:	Reading Environment With Learning Alternatives Through Teacher Education (RELATE)	U. S. O. E. or State Project Number	16-73-1000

conferences, teacher-volunteer meetings, small group sessions and community-wide meetings to promote effective and efficient communication; c. to provide opportunities for informal, free flow of communications between teachers and parents concerning students progress (emotional, social and academic) and activities occuring currently within the school in order to create better understanding between school and community; d. to disseminate the institutional goals by direct verbal and/or written communication; e. to plan and implement a drop-in reading center in the community using school and local resources as well as CIRP/RELATE staff in order to provide a linkage between the school and the local community.

3. To make the school a functional component of the community. a. adopting schools to involve teachers to act as volunteers in the community in order to promote greater awareness and involvement in the functioning of the community; b. to involve parents and members of the community to act as volunteers in the school in order to promote greater awareness and involvement of the community in the educational process; c. to develop a program that will identify the needs, resources and talents available in the community; d. to provide a program that will offer the student population the opportunity to experience the community resources; e. to provide occasions and options for activities in which the students can utilize their talents in the community and therefore increase their awareness of community needs; f. to make the school a center for community use.

ACTIVITIES: 1. Retraining Workshop for teachers, administrators, and people from the community; 2. On-site consulting support to schools, community action groups and Drop-In Reading Centers; 3. Development of material catalogs indexed by reading skills, level and nature of presentation.

FINDINGS TO DATE: Significant change in learning rate as measured by Gates-McGinitie Reading Tests. The results of the preliminary analyses in reading achievement are given in the table below. As may be seen by viewing this table, the students gained significantly in vocabulary and comprehension at .01 level using a 1-tailed, correlated t-test.

*PRELIMINARY RESULTS IN READING ACHIEVEMENT: GRADE 6 ONLY

Area	N	October			March			t	Correlated
		x	s.d.	grade equiv.	x	s.d.	grade equiv.		
Vocab.	52	16.9	7.9	3.4	18.7	8.7	3.7	1.09	2.87**
Comp.	51	15.4	9.3	2.6	19.2	9.6	3.0	2.01	4.91

**p .01, 1-tailed test

As expected, the observed rate is approaching the projected project rate. Because of the effect of teacher re-training is not immediately realized in student achievement, the observed and projected project rates will not likely coincide until the end of one full year. The reliability between the parallel forms of the tests over the 5-month period was found to be extremely high. The vocabulary subtest reliability was .86 and the comprehension subtest reliability was .83. Thus, the appropriateness of this instrument for the project population is further verified.

DISSEMINATION PLAN: Retraining Workshop available to project population (City of Bridgeport) under present grant 16-73-1000. Application for Title III, Section 306 - Developer-Demonstration Grant with linkage to original CIRP Project now under consideration.

Date completed or reviewed 6/8/74 Completed by: Joseph J. Lipp Phone: (203) 576-4992

LEA: BRIDGEPORT

PROJECT: READING ENVIRONMENT WITH LEARNING ALTERNATIVES THROUGH TEACHER EDUCATION (RELATE)

CODE NO: 008 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 008-001

Local Educational Agency: Bristol Board of Education **Address:** Farmington Avenue, Bristol, Conn. **Project Director:** Kenneth C. Ferris	**U. S. O. E. or State Project Number** 16-73-1019

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Multi-Media Electronic Composition and Comparable Applications (MECCA)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/1/74	$12,240.	$15,000.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/76

Projected Title III funding for total project period: $28,440.

TARGET POPULATION: High school students at Bristol, Eastern, St. Paul's, Bristol Central; Junior high school students at West Woods School and Memorial Boulevard School, Bristol.

MAJOR OBJECTIVES:

Incorporation of traditional, avant garde, and electronic composition (student conceived or student selected) with a student-produced animation dance and poetry and visual light productions.

ACTIVITIES:

Tape compositions through use of synthesizer and concrete sounds. Dance Interpretation, animation techniques and production, visual light show techniques and production, poetry analysis, video tape techniques and combined media productions.

Professional photography aids students in learning about cameras and filming techniques.
Field trips.

Project Title: Multi-Media Electronic Composition and Comparable Applications (MECCA)	U. S. O. E. or 16-73-1019 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Electronic composition is evaluated through worksheets, tests, student/teacher demonstrations and analysis of student composition and techniques. Dance evaluation done through use of video tape equipment and dance instructor who works with students. Animations by tests, methods, and teacher who evaluates completed animation. Poetry and light shows are evaluated by final presentation.

FINDINGS TO DATE: Combination of arts are easily adapted and produce a very rewarding educational experience. Technical problems which arise as a result of intricate equipment used are easily overcome with proper instruction. Demand for this course has far exceeded our expectations. Most rewarding is that students who have no musical interest or background and some who are behavioral problems bordering on delinquency, have found this course of interest and value.

DISSEMINATION PLAN: MECCA pamphlets sent to schools (high) throughout the state; writing a Guideline for Teachers to institute program;workshops for music and art teachers in Bristol, Farmington; workshops for high schools in state.

PROGRESS TOWARD ADOPTION:

Being instituted on Junior High level in Bristol in September 1974.

Date completed or reviewed 5/1/74 Completed by: Kenneth Ferris Phone: (203) 589-3915

LEA: BRISTOL

PROJECT: MULTIMEDIA ELECTRONIC COMPOSITION AND COMPARABLE APPLICATIONS (MECCA)

CODE NO: 009 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 009-001

Local Educational Agency: Brooklyn Board of Education

Address: Gorman Road, Brooklyn, Conn. 06234

Project Director: Louise S. Berry

U. S. O. E. or State Project Number: 16-72-1013

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: An Extension of Elementary Counseling: Reaching Children Through Parent Participation

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$4,050.	$4,050.
Cont.				
Cont.				
TOTAL			$4,050.	$4,050.

Proposed Termination Date: 6-30-73

Projected Title III funding for total project period: $4,050.

TARGET POPULATION:

Parents of students in The Brooklyn School.

MAJOR OBJECTIVES: The objectives of this program were:

1. To become involved with the parents of our students and utilize them as active participants, so they may play a central role in the process of guiding and counseling their own children.
2. To provide a closer bond between the school and the home by building better channels of communication.
3. To assist parents in the understanding and development of their role as "counselors" and contributing members of their home, school, and community.
4. Develop an elementary guidance program which will serve more adequately the needs of our students through a better utilization of professional time.

ACTIVITIES:

1. The development and use of a questionnaire for parents of students in grade three through six to determine:
   a. a desire for group discussions in developmental needs of children, problems of youth, educational opportunities and needs of our community;
   b. specific areas of interest and concern.
2. The development and use of a questionnaire for the staff in the elementary grades to determine their interest, their willingness to participate, and their suggestions concerning the activities and objectives of the program.
3. The selection of a group of 20 interested parents with emphasis on reaching a cross-

Project Title: An Extension of Elementary Counseling: Reaching Children Through Parent Participation	U. S. O. E. or 16-72-1013 State Project Number

ACTIVITIES (Cont.):
section of socio-economic backgrounds and children with a diversity of physical, psychological, and social needs.

4. Individual conferences with those professionals who participated as discussion leaders.
5. Weekly discussion meetings with emphasis throughout the program placed on cooperative discussion, a sharing of experiences, and the opportunity to learn from one another as equal partners, varied backgrounds notwithstanding.
6. Involvement of a Community-School Aide who:
   a. maintained parent-interest between meetings, stimulated attendance, and provided "feedback" for program development; and
   b. provided on-going evaluation of the degree of interest, the level of knowledge, and the reactions and needs of the participants.
7. The final meeting was devoted to a discussion of the value of the entire program, recommendations for future activities. and an exploration of other areas of interest.

EVALUATION DESIGN:

A. To assess the degree of interest and involvement in the program we:
   1. maintained a record of attendance;
   2. analyzed the records of the Aide on home visits, phone calls, parent conferences, and discussions;
   3. utilized pre- and post-program interviews as instruments to determine any change in the participants' interest in their children's needs and problems;
   4. maintained a series-long written observation of the change in participation.

B. Assessed the increase in knowledge of the parent-participants by:
   1. developing a common list of problems and questions in the field of child development, problems of youth, educational opportunities, and community needs, using this list during the pre- and post-interviews.

FINDINGS TO DATE:

Involvement in the program has resulted in a group of parents who are:
1. far more supportive of school activities, etc.;
2. consult with the guidance office less frequently about developmental problems;
3. have a greater interest in school/community activities.

DISSEMINATION PLAN: Information concerning the program was distributed to local staff members and area parents who requested same. Material has also been sent to 6 school systems out of state who requested it.

PROGRESS TOWARD ADOPTION: Locally we have not developed this program format for guidance activities because of the continued dual position of the Director of Guidance as school nurse. Next year we hope to have an additional half-time person to assume the nursing responsibilities. Therefore, it is our hope that staff time can be utilized for a number of guidance programs which we believe have considerable merit.

Date completed or reviewed 6/27/74 Completed by: Louise S. Berry Phone: (203) 774-9153

LEA: BROOKLYN

PROJECT: AN EXTENSION OF ELEMENTARY COUNSELING: REACHING CHILDREN THROUGH PARENT PARTICIPATION

CODE NO: 010 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 010-001
On Site Evaluation Report	TT 010-006

Local Educational Agency: Cheshire Board of Education	U. S. O. E. or State Project Number
Address: 29 Main Street, Cheshire	66-1899
Project Director: Gwynette T. Caruthers	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developmental Resource Center

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	1/26/68	1/25/69	$117,433.	
Cont.	1/24/69	6/30/70	$131,945.	
Cont.	7/1/70	6/30/71	$ 76,330.	
TOTAL				

Proposed Termination Date June 30, 1971

Projected Title III funding for total project period: $325,708.

TARGET POPULATION: 2,288 students in grades pre-Kindergarten through third grade and 61 teachers.

MAJOR OBJECTIVES:

1. Individualizing for children by reorganizing the educational structure to include:
   a. grouping by behavioral age rather than by mental or chronological age.
   b. promoting curricular change by increasing teachers' understanding of how a child perceives and attacks problem solving tasks.
   c. harnessing the physical environment with the learning process.
   d. encouraging mother to become colleagues in the education of their children.

ACTIVITIES:

Developmental Placement: Children are grouped according to their behavioral age as opposed to their chronological age.

Perceptual Training: Through in-service workshops, teachers learn more about their "own" learning process and how to apply this to new teaching techniques.

Project Title: Developmental Resource Center	U. S. O. E. or 66-1899 State Project Number

ACTIVITIES (Cont.):

Mother-Child Tutoring: Mothers, the child's first teacher, are integrated into the educational program. Mother and child are cast together as partners in the learning process and both learn to appreciate the learning strengths and problems of the other.

Architectural Program: Through Yale Architecture School, graduate students discover creative ways to make standard classrooms more conductive to the learning environment.

EVALUATION DESIGN:

1. Teacher ratings
2. Standard Achievement Tests
3. Test - retest of Developmental Examination
4. Test - retest of Bender-Gestalt
5. Psychological referrals
6. Teacher evaluation of themselves on closed circuit television
7. Incidence of myopia

FINDINGS TO DATE:

Smaller incidence of myopia in children developmentally placed. Less fear of school. Children have become more successful in all areas while teachers have become more flexible. Learning disability as a concept has changed from a child's disability to adult's ability to understand the child. Cheshire teachers are more knowledgeable concerning 1/3 of population who were found to be action-oriented rather than visual-verbal in their learning style.

DISSEMINATION PLAN:

1. Handbook for Pre-Kindergarten and Kindergarten Teachers.
2. Handbook for Readiness Teachers
3. Pre-Kindergarten Program Highly Individualized, Instruction Environment Adaptation.
4. Techniques for Teaching Reading, Writing and Arithmetic, Using Manipulative Materials.
5. Perceptual Dysfunction, Its Influence on the Learning Process.
6. Focus on the Child - Final Report.
7. Problem Solving Through Body Movement Leading to Abstract Learning.

PROGRESS TOWARD ADOPTION:

Cheshire assumed financial responsiblity for the program in 1971 and it continues to be the basis for primary education in the school system.

Date completed or reviewed 5/17/74	Completed by: Gwynette T. Caruthers	Phone: (203) 272-8137

LEA: CHESHIRE

PROJECT: DEVELOPMENTAL RESOURCE CENTER

CODE NO: 011 (11 microfiche)

Documents	Identification Number
Planning Grant	TT 011-000
Initial Operational Proposal	TT 011-001
Continuation Proposal	TT 011-002
Continuation Proposal	TT 011-003
Project Evaluation Report	TT 011-004
Project Evaluation Report	TT 011-005
Project Evaluation Report	TT 011-006
Final Evaluation Report	TT 011-007
On Site Evaluation Report	TT 011-008
On Site Evaluation Report	TT 011-009

Local Educational Agency: Cheshire Board of Education

Address: 29 Main Street, Cheshire, Conn.

Project Director: Gwynette T. Caruthers

U. S. O. E. or State Project Number: 16-72-1014

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Parental Pre-School Approach for Prevention of Learning Disabilities

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	1/1/73	6/30/74	$61,964.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date: June 30, 1976

Projected Title III funding for total project period: $136,964.

TARGET POPULATION: Three and four year old children. Some children with predictable learning disabilities to be integrated with selected handicapped children.

MAJOR OBJECTIVES: To improve significantly the quality of education for the target population in their own "home" towns, objectives are set to:

1. give mothers insights into the learning patterns and developmental landmarks of their children, thereby improving mother-child relationship and possibly diminishing learning disabilities.
2. help child and mother become aware of his motivation and sensory processing.
3. develop a continuous evaluation process for purposes of research and dissemination.

ACTIVITIES: One mother-child group (six mothers--six children) in play activities requiring the processing of information through problem-solving. Helping mothers to learn to task break for her child to the point where he can realize his success without being told. This will reduce the level of frustration of the child.

An architectural consultant altered the standard classroom to provide a more stimulating physical environment.

Multi-team approach using regular school consultants (school

Project Title: Parental Pre-School Approach for Prevention of Learning Disabilities	U. S. O. E. or 16-73-1014 State Project Number

ACTIVITIES (Cont.):

psychologist, architect, environmental designer, visual consultant, social worker, psychiatrist) in the public school setting.

EVALUATION DESIGN:

Pre and Post Gesell Developmental Examination.
Pre and Post Stanford-Binet.
Parental Pre-school Program Questionnaire to assess changes in mothers attitudes.
Video tape recordings of children throughout school year.
Audio tape recordings to assess language development (pre and post).
High concentration of parent and staff attention to the process of on-going evaluation. Daily logs of activities and progress.

FINDINGS TO DATE:

Mothers are impressively conscientious in their attendance, follow-through they make in their homes, and the informed seriousness with which they undertook the program. Architectural environment supports the child in every sense: in learning social relationships, body balance, and in his world of imagination. Children with predictable learning disabilities and severely handicapped children can be integrated successfully in a classroom.

DISSEMINATION PLAN:

Video-tape recordings show set up of group (6 mothers - 6 children) and staff, interacting with each other in newly designed classroom. One afternoon a week, room will be used as "drop-in" center for those interested in program. Mothers who have been in program have volunteered to talk to other mothers about skills they have learned.

PROGRESS TOWARD ADOPTION:

Cheshire Board of Education is in the process of taking over financial responsibility for program.

Date completed or reviewed 5/17/74 Completed by: Gwynette T. Caruther Phone: (203) 272-8137

LEA: CHESHIRE

PROJECT: PARENTAL PRE-SCHOOL APPROACH FOR PREVENTION OF LEARNING DISABILITIES

CODE NO: 012 (3 microfiche)

Documents	Identification Number
Planning Grant	TT 012-000
Initial Operational Proposal	TT 012-001
Project Evaluation Report	TT 012-004
On Site Evaluation Report	TT 012-006

Local Educational Agency: Capitol Region Education Council (CREC) **Address:** 443 Windsor Avenue, Windsor, Conn. 06095 **Project Director:** Thomas W. English	**U. S. O. E. or State Project Number** 16-72-1016

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Innovative Vocational Education (IVE)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$22,500.	
Cont.	7/1/73	6/30/74	$17,000.	
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $48,000.

TARGET POPULATION:

1. Junior High School Level
2. Senior High School Level
3. Private Non-Profit
4. Handicapped
5. Disadvantaged

MAJOR OBJECTIVES: The overriding goal of the Innovative Vocational Education program is to increase and to improve the vocational learning experiences of students (Junior High School through post-secondary) through cooperation of school systems: Avon, Bloomfield, Canton, East Granby, Farmington, Granby, Simsbury, Winchester, Northwest Catholic.

ACTIVITIES: An Advisory Committee composed of one representative from each cooperating school system and the Capitol Region Education Council has been formed. It has defined the need for the proposed program, its objectives and procedures. To increase e vocational curriculum available to students, the Project Staff has determined ocational courses existing in the area, ascertained the vocational courses students in the area want; matched the student with an appropriate course anywhere in the region, and identified unmet student needs and developed required programs in the most appropriate

Project Title: Innovative Vocational Education (IVE)	U. S. O. E. or 16-72-1016 State Project Number

ACTIVITIES (Cont.):
community. The Project Staff serves as a clearinghouse for existing vocational learning stations and generates new placement opportunities in the region. The Staff assists the further development of vocational programs unique to a given town and meeting a regional need. The Project Staff plans with the State Department of Education, local school staffs, representatives from Central Connecticut State College and other consultants as needed, new vocational programs for disadvantaged and handicapped students. At first, local programs were adopted, then programs for a regional center developed.

EVALUATION DESIGN: (1) Each member of the Advisory Committee will submit a subjective statement describing the extent and effect of the program in his individual town. This statement will include an analysis of teacher comments and reactions. (2) The students will evaluate the program through an instrument prepared by the Advisory Committee, distributed and retrieved by direct mailing to the student, and answered anonymously. (3) Outside evaluation will be sought from the Connecticut State Department of Education and the Capitol Region Education Council "Project Evaluation."

FINDINGS TO DATE: Highly positive student rating of exemplary courses and curricula developed. Successful performance of most students cross-registered in vocational programs. Seventy-five (75%) percent implementation of career education services requested by participating districts, with the exception of special education area.

DISSEMINATION PLAN: Within the project area, information about I.V.E. is disseminated by person-to-person contact in local faculty meetings, workshops and seminars, and is conducted by the Project Staff and Advisory Committee members. Educators and significant others in the greater Hartford area are kept informed of the project through the established channels of Capitol Region Education Council. Statewide information is accomplished through the State Department of Education. National dissemination is attempted through ERIC.

PROGRESS TOWARD ADOPTION:

Project I.V.E. is about to complete its second year of operation and is looking forward to meeting the major goals and objectives during its third year of operation. Reaction from member towns has been favorable and local financial support has increased.

Date completed or reviewed 4/1/74	Completed by: Thomas W. English	Phone: (203) 658-1038

LEA: CREC

PROJECT: INNOVATIVE VOCATIONAL EDUCATION (IVE)

CODE NO. 015 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 015-001
Continuation Proposal	TT 015-002
Project Evaluation Report	TT 015-004
On Site Evaluation Report	TT 015-006

Local Educational Agency: Capitol Region Education Council (CREC)

Address: 443 Windsor Avenue, Windsor, Conn. 06095

Project Director: Alice B. Martin

U. S. O. E. or State Project Number: 16-73-1013

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Movement Education for Handicapped Children

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$24,475.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/76

Projected Title III funding for total project period: $54,475.

TARGET POPULATION: All children requiring special education within the CREC district with a primary thrust in the areas of mentally retarded children with learning disabilities, and emotionally disturbed children.

MAJOR OBJECTIVES:

The development of "self" of the handicapped child by improving self-image, self-awareness, and self-expression through movement.

ACTIVITIES:

Intensive Summer Workshop for 30 special education teachers.
Content - Materials for Movement, effort-shape, rhythms, and practical movement techniques.
Follow-up - Afternoon workshops every 8 weeks.
Two full-day workshops.
Visitation to each participant's classroom by workshop specialist in Fall and

Project Title: Movement Education for Handicapped Children	U. S. O. E. or 16-73-1013 State Project Number

ACTIVITIES (Cont.):

spring.
Specialist is on call to participants for special assistance.

EVALUATION DESIGN:

Evaluation of teacher training sessions.
Pre and Post Piers-Harris test for control of handicapped children.
Development of original evaluative instrument with aid of movement specialists both national and international.
Development of teacher log.

FINDINGS TO DATE:

Evaluation of teacher-training sessions has been very positive.
Piers-Harris post-test to be completed by June 1974.

DISSEMINATION PLAN:

Dialogue - February, 1974 issue
In-service workshops - Gengras Resource Center, April, 1974.
Documents will be forwarded to ERIC upon completion.

PROGRESS TOWARD ADOPTION:

Estimated 75% of trained teachers will continue to implement movement education in their classrooms in the Fall, 1974.

Date completed or reviewed 5/10/74 Completed by: Alice Martin Phone: (208) 522-6137

LEA: CREC

PROJECT: MOVEMENT EDUCATION FOR HANDICAPPED CHILDREN

CODE NO. 016 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 016-001
Project Evaluation Report	TT 016-004

Local Educational Agency: Capitol Region Education Council (CREC) **Address:** 443 Windsor Avenue, Windsor, Conn. 06095 **Project Director:** Dr. Philip Saif	**U. S. O. E. or State Project Number** 16-72-1015

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Evaluation

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$82,365.	
Cont.	7/1/73	6/30/74	$63,290.	
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $156,232.

TARGET POPULATION: Administrators, teachers, and members of Boards of Education in 35 school districts.

MAJOR OBJECTIVES:

1. To implement evaluation in educational activities.
2. To produce and help local educators use resource materials in school-based, self-sustaining evaluation efforts.

ACTIVITIES:

1. Workshops and training sessions (14 workshops, 10 sessions).
2. Evaluation of school programs (7 programs).
3. Acquiring materials (books, tests, pool of objectives).

Project Title: Project Evaluation	U. S. O. E. or 16-72-1015 State Project Number

PROGRESS TOWARD ADOPTION:

1. Four towns committed funds for evaluation services this year (1973-1974) on a 50/50 basis. The cost this year is about $2,000 per program.
2. One town has a proposal under consideration.
3. Twenty-three towns adopted a workshop and paid for it without any financial help from Project Evaluation. The help was in arranging for the workshop.
4. One school district is adopting the "goals-objectives" approach. Three other districts are in the stage of preparing goals.

EVALUATION DESIGN: Each activity is assessed by the served population in the suitable form, e.g., questionnaires, tests, discussions, ...etc.

FINDINGS TO DATE:

More work in the field of evaluation is needed. Many school districts are not toally comfortable with "evaluation" as a concept. However, the districts that implemented evaluation realize its values for the system.

DISSEMINATION PLAN:

1. Mailing a monthly Newsletter (1500) throughout the school year to administrators and teachers.
2. Using the Capitol Region Education Council's Newsletter.
3. Printing flyers and/or announcements for special activities, e.g., when a guest from outside the state comes for workshops.
4. Mailing invitations for workshops and sessions to administrators, teachers, and members of the Boards of Education.
5. Meeting (monthly basis) with Evaluation Liaisons. Each district appoints one person to be an Evaluation Liaison.
6. Project Evaluation produced its first publication, A Practical Guide for Evaluation, which is used widely among administrators, the University of Connecticut, and the University of Massachusetts.
7. Four other booklets on evaluation are being prepared: one for teachers, one for parents, one for administrators and one for the members of the Boards.

Date completed or reviewed 3/1/74 Completed by: Philip Saif Phone: (203) 522-6137

LEA: CREC

PROJECT: PROJECT EVALUATION

CODE NO: 017 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 017-001
Continuation Proposal	TT 017-002
Project Evaluation Report	TT 017-004
On Site Evaluation Report	TT 017-006

Local Educational Agency: Capitol Region Education Council (CREC) **Address:** 443 Windsor Avenue, Windsor, Conn. 06095 **Project Director:** Thomas W. English	**U. S. O. E. or State Project Number** 16-71-401B

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project VIEW: Career Information Center

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	4/1/72	6/30/72	$32,184.	
Cont.	7/1/72	6/30/73	$31,655.	
Cont.	7/1/73	6/30/74	$42,915.	
TOTAL				

Proposed Termination Date 6/30/74

Projected Title III funding for total project period: $106,754.

TARGET POPULATION:

1. All secondary school students in the 35 town Capitol Region.
2. As many middle school and junior high school students as the project is able to serve.
3. As many non-CREC schools as the project is capable of reaching.

MAJOR OBJECTIVES: To establish a VIEW production, training and dissemination facility using the Capitol Region to demonstrate a Career Information Center with statewide adoptability and applicability with the Center as the focus: to collect, analyze, organize and produce up-to-date career information on 400 job opportunities in Connecticut; to disseminate this information to students in the Capitol Region; to provide in-service training; to utilize the resources of business, industry, associations and public agencies in building and maintaining the system; and to up-date the VIEW system systematically.

ACTIVITIES: A demonstration VIEW Information Center has been established by the Capitol Region Education Council. The staff established the procedures to be used to [illegible]ther necessary data, to organize the data into an appropriate format, and to distribute data. During the first year at least 200 occupations within the Capitol Region were incorporated into a VIEW deck of which 40 copies were made. The staff conducted in-service training programs on the use of VIEW. Materials and equipment were distributed to each of the 40 high schools served by CREC. Utilization of the VIEW materials was

Project Title: Project VIEW: Career Information Center	U. S. O. E. or 16-71-401B State Project Number

ACTIVITIES (Cont.):
promoted. Other uses of the VIEW equipment and aperture cards will be sought.

EVALUATION DESIGN: The evaluation of the Career Information Center takes place on several levels: the operation of the center; the quality of the information; the quality of service; the effectiveness of the service; and an independent evaluation by the University of Connecticut.

FINDINGS TO DATE: Eight computer terminals have been installed and are in operation. Counselors from participating towns have been trained in using the Interactive Learning Systems. Information on more than 2,300 colleges and 4,000 occupations is available through the system and used by students.

DISSEMINATION PLAN: The Capitol Region Education Council has implemented the demonstration program to prepare about 400 write-ups of local occupations for distribution to 40 secondary schools with a potential enrollment of approximately 50,000 students in the CREC area. Although focusing on the greater Hartford area, the demonstration has prepared information appropriate to Connecticut, and has related to Area Education Service Centers for statewide dissemination (ACES, LEARN, RESCUE, SPRED).

PROGRESS TOWARD ADOPTION:

Project VIEW has been successfully operating since April, 1972. Materials were made available, and in-service training provided during the Fall, 1973. The project is currently moving from its demonstration phase to statewide operation.

Date completed or reviewed 4/1/74	Completed by: Thomas W. English	Phone: (203) 658-1938

LEA: CREC

PROJECT: PROJECT VIEW: CAREER INFORMATION CENTER

CODE NO: 018 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 018-001
Project Evaluation Report	TT 018-004

Local Educational Agency: Coventry Board of Education

Address: Ripley Hill Road, Coventry, Conn.

Project Director: Wilson L. Tilley

U. S. O. E. or State Project Number
67-4031

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project ASK

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/67	6/30/68	$223,562.	
Cont.	7/1/68	6/30/69	$250,000.	
Cont.	7/1/69	6/30/70	$100,000.	
TOTAL				

Proposed Termination Date 6/30/70

Projected Title III funding for total project period: $573,562.

TARGET POPULATION:

Exceptional children of all ages in 22 towns from Tolland and Windham counties in Northeastern Connecticut.

MAJOR OBJECTIVES:

To assist schools in developing programs for:
- -Identification of children with learning disabilities
- -Remediation and prevention activities for such children.

To increase awareness and understanding of the problems of children in today's society within each community.

To establish the most effective organizational and administrative plan for accomplishing project objectives.

ACTIVITIES:

Clinical Diagnosis - Screen, evaluate, follow-up.

Consultation - Evaluation school system programs and services. Planning, developing proposals, assist with laws and regulations.

Staff Development - Training sessions and workshops - micro-teaching, media, special education, human relations, instruction, self-assessment, problem solving.

Project Title: Project ASK	U. S. O. E. or State Project Number 67-4031

ACTIVITIES (Cont.):

Contractual Services to school districts to supplement project activity entitlement.
Identify and develop leadership groups in human relations, sensitivity, self-awareness and organization development.
Monitoring programs for evaluation, modification, or redesign.
Adult programs, community programs, summer programs, library and A.V. Center.

EVALUATION DESIGN:

Compile statistics of services.
Project staff and LEA personnel will collaborate on the evaluation of programs and services. Instruments to measure educational, psychological, medical, social and other results will be used.
Participant response checklists or narratives will be administered at workshops and training sessions. Reports from outside consultants will be included.
Surveys of administrative and instructional personnel.

FINDINGS TO DATE:

Emphasis on a humanistic approach to services, education, and training appeared to be most promising. Staff development activities were the most effective programs when considering the population served and the time, staff, and money available. In-service training of project staff included sensitivity training which was highly effective but was resisted by many outside the project.

DISSEMINATION PLAN:

Brochure describing project was distributed statewide and made available nationally
Orientation meetings for personnel from LEA's.
Press releases of project activities.
Monthly newsletter distributed to statewide mailing list and members of 22 town school districts.

PROGRESS TOWARD ADOPTION:

The existing name and organizational structure did not continue beyond June of 1970. Many towns have expanded their special services staff. Many of the project activities are being implemented at the local level or with small clusters of 2 to 4 towns in collaborative contracts. State legislation and aid for the exceptional child has been effectively applied to the transition of project services from federal to local support.

Date completed or reviewed May 1, 1974	Completed by: W.L.Tilley	Phone: (203) 429-6749

LEA: COVENTRY

PROJECT: PROJECT ASK

CODE NO: 013 (11 microfiche)

Documents	Identification Number
Planning Grant	TT 013-000
Continuation Proposal	TT 013-001
Continuation Proposal	TT 013-002
Continuation Proposal	TT 013-003
Project Evaluation Report	TT 013-004
Project Evaluation Report	TT 013-005
Project Status Report	TT 013-006
On Site Evaluation Report	TT 013-007

Local Educational Agency: Danbury Board of Education **Address:** Mill Ridge Administrative Offices, Danbury, Conn. **Project Director:** Mr. Daniel Hart	**U. S. O. E. or State Project Number** 68-05397

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Eliot Pratt Outdoor Center

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/28/68	6/30/69	$75,224.	
Cont.	7/1/69	6/30/70	$25,000.	
Cont.	7/1/70	6/30/71	$50,000.	
TOTAL				

Proposed Termination Date 6/30/71

Projected Title III funding for total project period: $150,224.

TARGET POPULATION: Teachers, students, community members of towns in western Connecticut.

MAJOR OBJECTIVES:

1. To help teachers teach environmentally.
2. To raise the environmental consciousness of school children K-12.
3. To raise the environmental consciousness of members of the community.

ACTIVITIES:

1. Classes of students in environmental education
2. Teacher workshops.
3. Land development.
4. Community activities in environmental education.
5. Curriculum materials.

Project Title: Eliot Pratt Outdoor Center	U. S. O. E. or 68-05397 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Questionnaires only.
No statistical data.

FINDINGS TO DATE:

We provide environmental experiences for teachers, children and community members. We are not involved in research activity. We have had widespread and enthusiastic response to programs offered.

DISSEMINATION PLAN:

1. Beyond Your Classroom - An Outdoor Activity Guide.
2. Teacher Workshops.

PROGRESS TOWARD ADOPTION:

We are now a private non-profit organization and continue to provide services to school systems on a fee basis.

Date completed or reviewed 2/20/74 Completed by: D. Hart Phone: (308) 354-3665

LEA: DANBURY

PROJECT: ELIOT PRATT OUTDOOR CENTER

CODE NO: 019 (6 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 019-001 + addendum
Continuation Proposal	TT 019-002
Project Evaluation Report	TT 019-004
Project Evaluation Report	TT 019-005

Local Educational Agency: Danbury Board of Education

Address: Mill Ridge Administration Office, Danbury, Conn. 06810

Project Director: Russell Butera

U. S. O. E. or State Project Number: 67-2860

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Regional Educational Services Concept Through Unified Effort (RESCUE)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	2/1/67	5/31/68	$167,071.	$177,071.
Cont.	6/1/68	2/28/69	$295,465.	$356,041.
Cont.	4/1/69	3/1/70	$237,500.	$294,343.
TOTAL			$700,036.	$827,455.

Proposed Termination Date 3/1/70

Projected Title III funding for total project period: $700,036.

TARGET POPULATION: Educators, children, and parents within the eighteen school districts served by the project.

MAJOR OBJECTIVES:

1. Students, through assistance, will function more adequately within their total environment.
2. Approved educational and cultural programs and services desired by some or all of its participants will be administered through the project.
3. Exemplary educational and cultural programs and projects will be demonstrated.
4. A vehicle will be established to stimulate and assist in the quickening of the pace of adaptation of worthy educational and cultural innovations.

ACTIVITIES:

1. In-service Training Programs/Curriculum Development.
2. Development of a multi-media center.
3. Instructional program for children with learning disabilities.
4. Instructional Materials Center - Special Education.
5. Regional program for trainable mentally retarded.
6. Program for School-Age Mothers.

Project Title: Regional Educational Services Concept Through Unified Effort (RESCUE)	U. S. O. E. or 67-2860 State Project Number

ACTIVITIES (Cont.):

7. Visiting Artists Programs in the Schools
8. Live curriculum-oriented cultural programs in the schools.
9. Program for Children with Behavior Problems.
10. Regional Teacher Placement Service.

EVALUATION DESIGN: Varied according to specific programs: surveys, questionnaires, pre and post-testing with special education programs, reaction forms completed by participants, inventories, are examples used to determine the extent that objectives are achieved.

FINDINGS TO DATE: Many of the programs started under the Project have since been carried out by individual school districts for their own use. Others have proved ineffective and have been discontinued. RESCUE, as a bonafide area educational services center, has continued under local support.

DISSEMINATION PLAN: Monthly newsletter to all participants, news releases, speaking engagements, radio and TV programs. Annual report compiled and sent to all districts, including board of education members.

PROGRESS TOWARD ADOPTION: RESCUE today is eight years old and continued to be a viable agency assisting local districts to meet their educational needs. While the focus has shifted considerably, the original concept of a "regional cooperative effort" remains intact. All but two of the original 18 communities that began eight years ago continue as members.

Date completed or reviewed 6/25/74 Completed by: Russell Butera Phone: (303) 354-2218

LEA: DANBURY

PROJECT: REGIONAL EDUCATIONAL SERVICES CONCEPT THROUGH UNITED EFFORT (RESCUE)

CODE NO: 020 (15 microfiche)

Documents	Identification Number
Planning Proposal	TT 020-000
Initial Operational Proposal	TT 020-001 (2V)
Continuation Proposal	TT 020-002
Continuation Proposal	TT 020-003
On Site Evaluation Report	TT 020-006

Local Educational Agency: Department of Children & Youth Services Address: 345 Main Street, Hartford, Conn. 06115 Project Director: Francis J. Coleman	U. S. O. E. or State Project Number 16-72-1018

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: School Counseling Liaison Between Community, School and Institution.

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$ 27,687.	
Cont.	7/1/73	6/30/74	$17,439.	
Cont.				
TOTAL				

Proposed Termination Date 6/30/76

Projected Title III funding for total project period: $80,126.

TARGET POPULATION: Students referred to Long Lane School by Juvenile Court of Connecticut as adjudicated delinquents in the State of Connecticut.

MAJOR OBJECTIVES:

1. Enable institutionalized child to make a satisfactory transitional adjustment in a local community school.
2. Establish a guidance counseling capacity within the public school systems which would facilitate the re-entry of institutionalized delinquents into local community public school systems.

ACTIVITIES:

1. Coordinate planning strategy with community representatives.
2. Conferences with communities in planning special educational programs.
3. Schedule conferences with guidance counselors in developing approaches to handling troubling children.

Project Title:	School Counseling Liaison Between Community, School and Institution.	U. S. O. E. or State Project Number	16-72-1018

ACTIVITIES (Cont.):

EVALUATION DESIGN:

1. Degree of change in academic and classroom adjustment.
2. Interviews with guidance counselors and teachers to elicit their subjective evaluation of each student's progress.
3. Measure long-term success, the recidivism rates of those finally returning to their own local school.

FINDINGS TO DATE:

1. Boards of Education have made suggestions and recommendations to Long Lane School.
2. Guidelines and procedures established with Boards of Education.
3. The educational placement was arranged. In seventeen cases, three were rated as having average chance of functioning in regular classes.

DISSEMINATION PLAN:

Results will be forwarded to the State Department of Education, Commissioner of Children and Youth Services, and other relevant agencies.

PROGRESS TOWARD ADOPTION:

The Commissioner of the Department of Children and Youth Services has advanced the plan to incorporate two Title III personnel into the budget for 1975-1976.

Date completed or reviewed 4/23/74 Completed by: Francis J. Coleman Phone: (203) 566-2730

LEA: DEPARTMENT OF CHILDREN AND YOUTH SERVICES

PROJECT: SCHOOL COUNSELING LIAISON BETWEEN COMMUNITY, SCHOOL AND INSTITUTION

CODE NO: 021 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 021-001
Continuation Proposal	TT 021-002
Project Evaluation Report	TT 021-004

Local Educational Agency: Department of Corrections **Address:** 340 Capitol Avenue, Hartford, Conn. 06115 **Project Director:** Edmund J. Gubbins	**U. S. O. E. or State Project Number** 16-72-1017

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Vocational Evaluation for Work Training

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$25,000.	$27,500.
Cont.	7/1/73	6/30/74	22,000.	29,100.
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $78,000.

TARGET POPULATION: Students of the Connecticut Correctional School District in addition to those enrolled in industrial training programs, ages 16 to 21.

MAJOR OBJECTIVES:

a. To initiate and evaluate test and measurement instruments for the Department of Correction School District in all disciplines of academic and vocational education.
b. To provide diagnostic services for students enrolled in industrial training programs.
c. To establish a centralized data bank of diagnostic material that will provide access to instructors for students transferred from one institution to another and provide a basis for meaningful research.
d. To supplement data collection by providing a system that will enable personnel to compile an individual's previous test and measurement data from a variety of public school districts throughout the state of Connecticut. This data will be supplemental in nature and hopefully will enrich the total diagnostic picture of individuals and aid staff members in meeting individuals needs both in terms of instruction and eventual placement.

ACTIVITIES:

During the first program year, a base was established for vocational testing with the Singer/Graflex System.

The second program year witnessed a broadening of objectives to include academic testing as well as expansion of vocational diagnostic methodology. As a result of these experiences, it is anticipated that the third year will invest heavily in further expansion of the aforementioned as well as an initial introduction into developing a comprehensive diagnostic model that will focus on the needs of students enrolled in industrial training.

Project Title: Vocational Evaluation of Work Training	U. S. O. E. or 16-72-1017 State Project Number

ACTIVITIES (Cont.):

The activities of many of the participating agencies will most likely increase as data are disseminated both to and from these agencies for purposes of supplemental diagnostic information and placement. The agencies presently involved and those continuing to be involved are as follows: Regional State Employment Service, Office of Community Action Agencies, the Hartford Skill Center, the Div. of Vocational Rehabilitation, the Manpower Office, Connecticut State Dept. of Education and local boards of education.

In addition, many private business and industry firms will also be participating as has been the case in the diagnostic program for participants in the data processing training program.

EVALUATION DESIGN:

Evaluation methodology will be based on input from teachers, vocational instructors, and industrial supervisors on an on-going basis. Constant changes and up-grading of test and measurement instruments are anticipated. Monthly and sometimes bi-weekly seminars are being held and will continue to be held in an effort to constantly evaluate instrumentation, practicality, instructional usefulness, as well as placement value of testing instruments. In addition, once a data base is created, meaningful research as well as raw data can be placed at the disposal of line staff for careful scrutiny and evaluation.

FINDINGS TO DATE:

Findings to date indicate that diagnostic material made available through the Title III project has improved the quality of initial placement and eventual employment placement and is beginning to improve the quality of instruction as skill deficiencies are revealed through this process.

DISSEMINATION PLAN:

The school district will continue to disseminate essential program information statewide and nationally.

PROGRESS TOWARD ADOPTION:

We feel that, by the end of fiscal 74/75, a comprehensive district-wide diagnostic model for corrections will be totally operational. This diagnostic model will provide data in the areas of academic achievement, intelligence, reading, vocational aptitude, interest and preference as well as personality. The model is presently in skeletal form and needs continual evaluation as well as expansion. Arrangements are now being made, with the aid of the correctional research team, to begin recording data on computer tape for purposes of storage and retrieval.

Date completed or reviewed 5/4/74 Completed by: Edmund J. Gubbins Phone: (203) 566-5517

LEA: DEPARTMENT OF CORRECTIONS

PROJECT: VOCATIONAL EVALUATION FOR WORK TRAINING

CODE NO: 022 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 022-001
Continuation Proposal	TT 022-002
Project Evaluation Report	TT 022-004
On Site Evaluation Report	TT 022-007

Local Educational Agency: Derby Board of Education **Address:** 9 Garden Place, Derby, Conn. **Project Director:** Edward Riccuti/Thomas Grant	**U. S. O. E. or State Project Number** 16-70-1002

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Improve

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/70	6/30/71	$99,625.	
Cont.	7/1/71	6/30/72	$95,000.	
Cont.	7/1/72	6/30/73	$60,000.	
TOTAL				

Proposed Termination Date 6/30/73

Projected Title III funding for total project period: $254,625.

TARGET POPULATION: Exceptional pupils in grades 1-12 in five area school systems.

MAJOR OBJECTIVES:

1. To improve programs for emotionally disturbed pupils.
2. To develop special math and language programs for gifted pupils.
3. To initiate trainable pre-vocational programs.
4. To establish instruction for severe learning disabled.

ACTIVITIES:

Area program development, including securing space and training personnel.

Curriculum development teams of teachers created new math and language programs for gifted.

Project Title: Project Improve	U. S. O. E. or State Project Number 16-70-1002

ACTIVITIES (Cont.):
In-service training provided to teachers in areas of emotionally handicapped and learning disabled.

Conducted area survey of existing services and needs in special education.

EVALUATION DESIGN: Evaluation procedures included standardized tests, teacher ratings, anecdotal records, and observations.

FINDINGS TO DATE:

Reported improvement in emotionally disturbed.

Expansion of curriculum and grade levels in gifted programs.

Post-testing gains in learning disabilities class.

Limited progress in pre-vocational trainable program.

DISSEMINATION PLAN:

News releases; resource center; workshops.

PROGRESS TOWARD ADOPTION:

While centralized project has terminated, individual participating school systems have undertaken budgets to continue programs in all areas of exceptionality, except gifted.

Date completed or reviewed 5/29/74 Completed by: R. Richards Phone: (203) 566-5287

LEA: DERBY

PROJECT: PROJECT IMPROVE

CODE NO: 023 (10 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 023-001
Continuation Proposal	TT 023-002
Continuation Proposal	TT 023-003
Project Evaluation Report	TT 023-004
Project Evaluation Report	TT 023-005
End of Project Report	TT 023-006
On Site Evaluation Report	TT 023-007

Local Educational Agency: East Hartford Board of Education **Address:** 110 Long Hill Drive, East Hartford, Conn. **Project Director:**	**U. S. O. E. or State Project Number** 16-71-1009

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: PROJECT ORFF

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	8/70	6/71	$10,500.	$10,500.
Cont.	8/71	6/72	$21,000.	$41,900.
Cont.	8/72	6/73	$21,000	$76,500.
TOTAL			$52,500.	$128,900.

Proposed Termination Date June 30, 1973

Projected Title III funding for total project period: $52,500.

TARGET POPULATION: The mentally retarded students presently being serviced by the school systems in Connecticut in Special Education programs.

MAJOR OBJECTIVES:

1. To make available an additional avenue of self-expression.
2. To use ORFF instruments and techniques in a multi-sensory approach for the remediation of auditory, visual and motor disabilities.
3. To develop musical skills, creativity, awareness and appreciation.
4. To establish a series of pilot-demonstration sites throughout the state utilizing these techniques.

ACTIVITIES:

1. Summer workshops to train staff to implement the techniques.
2. School year visitations by ORFF consultants - on site.
3. Provision of ORFF instruments and materials.
4. A series of workshops held throughout the year for staff training.
5. Evaluation meetings by all participants.

Project Title: Project ORFF	U. S. O. E. or 16-71-1009 State Project Number

EVALUATION DESIGN:

1. The first year the ORFF consultants visited each dissemination site, spent the entire day with participants observing and evaluating activities. A questionnaire completed by all participants also fed information to the consultants for evaluative purposes.
2. The evaluation for the second year was a test of evaluation techniques. Specific definition of behavioral objectives for the project was accomplished. A list of behavioral areas was compiled f om a questionnaire administered to all participants. The uses of audio and video tape techniques for evaluation purposes were explored. Tapes were prepared by the teachers and reviewed by the evaluator.
3. Third year evaluation consisted of 3 major components:
   a. an individual behavioral checklist completed by teacher;
   b. a measurement of task performance using video tape recordings;
   c. attitude questionnaires for students, teachers, administrators and parents.

In addition, a demonstration video tape was prepared as a dissemination aid.

FINDINGS TO DATE:

1. There are 12 active demonstration sites fully functioning with the complete financial backing of the district;
2. Younger ORFF trained retarded children showed superior performances in motor, music and speech areas. Older ORFF students were superior in the performance tasks in music, speech and perception areas;
3. Most participants praised the conduct of the summer workshops;
4. Positive changes in attitudes were seen upon evaluating all ORFF participants.
5. Parents of ORFF trained students were aware of their child's program and praised the ORFF program;
6. Project ORFF has given the special education teacher much greater confidence in his or her ability to use music as a classroom technique.

DISSEMINATION PLAN:

1. A demonstration video tape utilized throughout the state, copies at State ERC and other service centers.
2. A complete evaluation and project report sent to every Superintendent and Director of Music and Special Education Administrator in 1969 towns.

PROGRESS TOWARD ADOPTION:

Presently, over 3,363 children are being directly serviced by ORFF trained teachers. Eleven states have made inquiries to the director for information. Twelve demonstration sides are fully functioning in the 1973-74 School Year. In addition, 20 new towns have adapted various components of the ORFF techniques in their music programs for children in their special education classes.

Date completed or reviewed 2/26/74 Completed by: Jesse L. Goldbaum Phone: (203) 289-7411

LEA: EAST HARTFORD

PROJECT: PROJECT ORFF

CODE NO: 024 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 024-001
Continuation Proposal	TT 024-002
Continuation Proposal	TT 024-003
Project Evaluation Report	TT 024-004
Project Evaluation Report	TT 024-005
End of Project Report	TT 024-006
On Site Evaluation Report	TT 024-007

Local Educational Agency: East Windsor Board of Education

Address: P. O. Warehouse Point, East Windsor, Conn.

Project Director: Dr. David M. Shack

U. S. O. E. or State Project Number: 16-73-1005

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Inservice Counselors

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$3,300.	$3,300.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date: June 30, 1974

Projected Title III funding for total project period: $3,300.

TARGET POPULATION: Guidance counseling staff of East Windsor.

MAJOR OBJECTIVES: To increase knowledge of behavior modification principles and procedures.

To change attitudes toward behavioral solutions in a positive direction.

To increase the frequency of using behavioral techniques.

To apply behavioral skills in targeting, recording, reinforcing and maintaining appropriate behaviors.

ACTIVITIES:

1. Attendance at nine formal presentations, each three hours in length, with two three week intervals.
2. Individual consultations between formal sessions to facilitate an independent subject studies.
3. Selected readings in the literature.

Project Title: Inservice Counselors	U. S. O. E. or 16-73-1005 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Pre-post test design.
Evaluation of independent subject study.

FINDINGS TO DATE:

Program still in progress.

DISSEMINATION PLAN:

Video tapes which could be used for counselors to create future teacher workshops in Applied Behavioral Analysis.

PROGRESS TOWARD ADOPTION:

Date completed or reviewed 3/26/74 Completed by: David M. Shack Phone: (208) 633-3553

LEA: EAST WINDSOR

PROJECT: INSERVICE COUNSELORS

CODE NO: 025 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 025-001

Local Educational Agency: East Windsor Board of Education **Address:** Warehouse Point, Connecticut 06088 **Project Director:** George A. Apuzzi	**U. S. O. E. or State Project Number** 16-72-1019

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: World of Work

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$3,500.	$3,500.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/73

Projected Title III funding for total project period: $3,500.

TARGET POPULATION: Students identified by the professional staff and/or the computer-processed counseling needs survey as being in great need of career information and/or information about their aptitudes, interests and needs and/or knowledge of decision-making skills.

MAJOR OBJECTIVES:

1. All students were provided with career orientation experiences in fifteen occupational clusters.
2. Students identified were exposed to intensive individual counseling services.
3. All students were provided with experiences designed to assist them in evaluating their interests, abilities and needs as they relate to career goals.
4. Career information was integrated into the basic subject areas of the high school curriculum.
5. Eleventh and twelfth grade students were provided with intensive preparation in a selected occupational cluster.

ACTIVITIES: Some of the activities we used were:

1. Scheduled group guidance sessions.
2. Career speakers on a scheduled basis.
3. Career oriented field observation trips.
4. A multi-media Career Information Center opened at least one evening each month, providing an opportunity for the family to become involved.
5. Mini-Career Information Centers within subject matter classrooms.

Project Title: World of Work	U. S. O. E. or 16-72-1019 State Project Number

DISSEMINATION PLAN:

Copies of Project W.O.W. were made available to members of the professional staff and educators of other school systems desirous of initiating a Career Guidance Program.

EVALUATION DESIGN:

Evaluation and Product Objectives involved:

1. Pre and post administration of the Priority Counseling Survey.
2. Keeping accurate records of project procedures.
3. Counselor anecdotal records.

FINDINGS TO DATE:

1. Use of Media Center - 60% of the 11th and 12th grade students used the Media Center as part of a planned program which resulted from the individual counseling contacts.
2. Career Speakers-A total of 224 students chose to attend one or more career meetings.
3. Field Trips--A total of 240 students participated in career field trips.
4. Work Experience--A total of 54 students were provided with intensive preparation experiences through their participation in the Work Experience Program. Twenty-five different job titles were represented. Thirty-nine employers participated in the program.
5. Fifty-nine per cent of the 9th grade and fifty-eight per cent of the 10th grade students have chosen 1-3 occupational clusters for exploratory study.
6. Eighty-six per cent of the 11th grade students have chosen one occupational cluster for in-depth exploration and have begun to make specific plans for implementation of their career goals.

PROGRESS TOWARD ADOPTION:

1. The East Windsor Board of Education has been very supportive and has arranged for the construction of a Guidance Media Center for the 1973-74 school year at a local cost exceeding $2,500.00.
2. Some of the phases of the program were implemented into our present Career Guidance Program.
3. With the establishment of a Multi-Media Career Information Center, the high school was able to bring career guidance to a greater number of students in addition to career speakers and career-oriented field observation trips.

Date completed or reviewed 5/27/74 Completed by: David Shack Phone: (203) 623-3553

LEA: EAST WINDSOR

PROJECT: WORLD OF WORK (WOW)

CODE NO: 026 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 026-001
Project Evaluation Report	TT 026-004
On Site Evaluation Report	TT 026-006

Local Educational Agency: Farmington Board of Education **Address:** Town Hall, Farmington, Conn. 06032 **Project Director:** John O. Morley	**U. S. O. E. or State Project Number** 16-72-1020

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Counseling for the Gifted

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$14,000.	
Cont.	7/1/73	6/30/74	12,000.	
Cont.				
TOTAL				

Proposed Termination Date June 30, 1975 **Projected Title III funding for total project period:** $36,000.

TARGET POPULATION: The target population consists of the gifted and talented students in grades five (5) through eight (8) of the Farmington Public Schools.

MAJOR OBJECTIVES: Through a planned program of specialized teaching and counseling, elementary and secondary gifted and talented students in the Farmington Public Schools will: (1) increase their ability to communicate with peers, parents, and teachers; (2) develop a clearer picture of themselves, their unique potentialities, and their relationship to careers and other important forces in their environment; (3) improve their ability to think creatively; (4) increase or secure their level of self-esteem; (5) improve their ability to make important decisions about their lives; (6) be more willing to own positions with respect to those ideas that they prize and cherish; (7) be more receptive to new experiences; (8) be better equipped to cope with success as well as failure; and (9) improve abilities necessary for fostering self-direction.

ACTIVITIES: Activities include: (1) Self-concept and values clarification activities which come largely from Simon, Howe & Kirschenbaum's Values Clarification. These activities consist mainly of small group discussions of issues considered relevant to the age group of the children, and selected both by the project counselor and the children themselves; (2) A number of creative thinking activities based on the Torrance model of fluidity, flexibility and originality are used; (3) A number of similar divergent thinking type activities are done wherein the students make sentences

Project Title: Counseling for the Gifted	U. S. O. E. or State Project Number 16-72-1020

ACTIVITIES (Cont.):
combining a selection of four words which are not easily combined, e.g., tiger, moist, leaves, noise; had a time limit to make sentences where each word began with a particular letter, wrote stories in a circle, passing the paper every sentence, etc.; (4) The children complete unfinished stories and write poems and Haiku verse. These they read to the groups. Often bulletin board displays are made of their work.

EVALUATION DESIGN: Measures of creativity, self-esteem or school motivation are administered to project participants at the beginning of the program. Different forms of these same measures are given at the completion of the program. In summary, it is expected that project participants shall demonstrate higher levels of self-esteem, creativity and school motivation.

FINDINGS TO DATE: During the first year of the program, two elementary schools were involved. In the first school, an increase in verbal originality from the beginning of the year was significant at the .10 level of confidence. There was no significant increase in verbal fluidity and flexibility. In the second school, where the emphasis was on figural activities, no significant increases in verbal creativity were noted. At the first school, an increase in self-concept significant at the .005 level was noted on the Coopersmith Self-Esteem Inventory. There is also a mean increase on the Self-Appraisal Scale, but this was not found to be statistically significant. At the second school, the results on the Coopersmith also show a self-concept increase significant at the .005 level. The Self-Appraisal Scale also shows improvement of self-concept, significant at the .10 level. Almost without exception, parent feedback was favorable.

DISSEMINATION PLAN: The program counselor responds to all inquiries regarding the program through the mail and visits other area towns interested in the program. The program counselor also conducts workshops where information regarding the program is discussed and demonstrated locally, statewide and at the national level.

PROGRESS TOWARD ADOPTION: The Town of Farmington previously budgeted approximately one-third (1/3) of the operating cost for the second year of the program and it is expected that approximately two-thirds (2/3) of the total cost for the third year will be budgeted. As it is now, the program and its modifications have been adopted into the regular school curriculum. It will, as intended, become funded by the Town of Farmington.

Date completed or reviewed 3/29/74 Completed by: John O. Morley Phone: (203) 673-3271 Ext. 48

LEA: FARMINGTON

PROJECT: COUNSELING FOR THE GIFTED

CODE NO: 027 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 027-001
Continuation Proposal	TT 027-002
Project Evaluation Report	TT 027-004
On Site Evaluation Report	TT 027-006
On Site Evaluation Report	TT 027-007

Local Educational Agency: Greenwich Board of Education	U. S. O. E. or State Project Number
Address: Havemeyer Bldg., Box 292, Greenwich, Conn. 06830	68-00424-1
Project Director: Barbara L. Belanich	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Connecticut Cluster Project in Non-Western Cultures

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	1/28/68	9/30/67	$36,722.	
Cont.	10/1/67	11/30/68	$35,100.	
Cont.	12/1/68	6/30/69	$10,000	
TOTAL			$81,822.	

Proposed Termination Date June 30, 1969

Proposed Title III funding for total project period: $81,822.

TARGET POPULATION: Secondary social studies students in the Darien, Fairfield, Greenwich, New Canaan and Norwalk public schools.

MAJOR OBJECTIVES:

1. To develop secondary curriculum guides for the study of non-western cultures.
2. To develop in these guides teaching strategies which will look at a culture as a whole and in the context of its own institution values and basis.
3. To identify and provide samples of the recommended materials to the five systems.
4. To provide in-service training for secondary teachers in the area of the study of cultures.
5. To disseminate these guides within funding limitations.

ACTIVITIES:

1. Teams of teachers from each of the participating systems worked on developing guides for particular cultures under the direction of the Project Director and the Cluster Project Coordinator and Editor.
2. Identified and purchased resource materials related to each of the cultural areas.
3. Purchased films on Africa, India, China and Japan and set up a circulation procedure
4. Conducted in-service training for staff: (a) 15 session series on Asian studies;

Project Title: Conn. Cluster Project in Non-Western Cultures	U. S. O. E. or 68-00424-1 State Project Number

ACTIVITIES (Cont.):

(b) all-day workshop on non-western cultures; and (3) after school sessions with social studies teachers in each system.

EVALUATION DESIGN: No specific design developed. Informal reporting from the systems on usage was made to the Project Director.

FINDINGS TO DATE: Greenwich developed a two-year world cultures program based on the materials produced by the cluster project. The other four systems incorporated them into existing courses.

DISSEMINATION PLAN: After the five systems received all the materials, the Greenwich public schools made the guides available for the cost of paper to anyone requesting them. Since the revision of the India guide, the State Department of Education is disseminating it. The Greenwich public schools will cease dissemination when those in stock are used up. About two hundred copies of each have been sent across the U. S. and to several foreign countries.

PROGRESS TOWARD ADOPTION:

See findings section above.

Date completed or reviewed 5/24/74 Completed by: Barbara L. Belanich Phone: (203) 869-9400

LEA: GREENWICH

PROJECT: CONNECTICUT CLUSTER PROJECT IN NON-WESTERN CULTURES

CODE NO: 028 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 028-001
Continuation Proposal	TT 028-002
Continuation Proposal	TT 028-003
Project Evaluation Report	TT 028-005

Local Educational Agency: Greenwich Board of Education	U. S. O. E. or State Project Number
Address: Havemeyer Building, Box 292, Greenwich, Conn. 06830	67-03645-0
Project Director: Lloyd Schmidt	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pilot Electronic Project in Music Education (PEP)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/67	6/68	$ 9,800.	$19,800.
Cont.	7/68	6/69	$20,000.	$42,000.
Cont.	7/69	6/70	$10,000.	$42,000.
TOTAL			$39,800.	$103,800.

Proposed Termination Date June 31, 1970

Projected Title III funding for total project period: $39,800.

TARGET POPULATION:

First year: Students in 6 Connecticut secondary schools
Second year: Students in 11 Connecticut secondary schools
Third year: Students in 18 Connecticut secondary schools

MAJOR OBJECTIVES:

1. Establish pilot centers
2. Develop curriculum materials
3. Develop dissemination procedures

Exploring involvement of students in the process of musical composition through the use of electronic tape music studios designed to engage students in the composer's problem of shaping sound in a meaningful and creative manner in a contemporary media to develop understandings and information necessary to appreciation of music.

ACTIVITIES:

Teacher training one week workshop yearly. At least 2 clock hours of course work per week in high school curriculum by students. Curriculum meetings. Utilization of electronic music studio by students in preparation of their own electronic music compositions. Performances and evaluation sessions.

Project Title: Pilot Electronic Project in Music Education (PEP)	U.S.O.E. or 67-03645-0 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Independent evaluator. On-site visitation, space, time, personnel, structure, process, function, evaluation written report based on Evaluation Task Force report U.S.O.E.

FINDINGS TO DATE: Project is feasible. Has been replicated. Materials have been developed. Dissemination procedures have been developed. Students do achieve compositional insight through use of electronic studios. Compositions and performances are successful. The model can be replicated at low cost.

DISSEMINATION PLAN: Workshops continue. Materials are available from Connecticut State Department of Education. Final Project Report, Handbook for New Programs, Evaluation Report, Filmstrip and Tape Project PEP, Brochures, booklets, Follow-up Survey. Annual Student Electronic Music Festival.

PROGRESS TOWARD ADOPTION: In 1974 in Connecticut, 79 schools indicated involvement in electronic music; 31 schools have formal electronic music course for credit; 9 schools offer course on activity basis. Thirty-one communities reported 1,480 students involved. Hundreds of dissemination materials packages have been requested nationally and internationally. Project was selected in 1970 as one of 3 for citation by President's Council for Title III Innovative and Exemplary Projects and Centers. National, State and Local efforts flourish.

Date completed or reviewed 5/15/74 Completed by: Lloyd Schmidt Phone: (203) 566-5223

LEA: GREENWICH

PROJECT: PILOT ELECTRONIC PROJECT IN MUSIC EDUCATION (PEP)

CODE NO: 029 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 029-001
Continuation Proposal	TT 029-002
Continuation Proposal	TT 029-003
Project Evaluation Report	TT 029-004
Project Evaluation Report	TT 209-005
On Site Evaluation Report	TT 029-006

Local Educational Agency: Hamden Board of Education **Address:** 1450 Whitney Avenue, Hamden, Conn. 06517 **Project Director:** Richard Bigelow	**U. S. O. E. or State Project Number** OEG 1-6-060954

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Connecticut Suburban and Shoreline Educational Computer Center (COSSECC)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/67	7/68	$160,026.	$160,026.
Cont.	7/68	6/69	$232,352.	$232,352.
Cont.	7/69	7/70	$100,000.	$184,227.
TOTAL			$492,378.	$576,605.

Proposed Termination Date 6/30/70

Projected Title III funding for total project period: ~~$492,378.~~

TARGET POPULATION: Students K-12, faculty and administrative staff in participating suburban and shoreline school districts.

MAJOR OBJECTIVES:

1. Demonstration of computer-oriented mathematics instruction.
2. Demonstration of a regional data base oriented student information system.
3. Teacher training for classroom computer use.

ACTIVITIES:

1. Establishment of computer terminals or small mini-computers with terminal facilities carried out in 4 schools under federal funding and 1 school under local funding.
2. Data processing service established to provide a student data base and furnish grade reporting, test scoring, attendance accounting, and scheduling services with other applications possible characterized by use of a pool of linked

Project Title: Connecticut Suburban and Shoreline Educational Computer Center (COSSECC)	U. S. O. E. or OEG 1-6-060954 State Project Number

ACTIVITIES (Cont.):

information from which special requests could be made by the schools.

3. Teacher and administrator training programs were instituted involving seminars and formal course instruction using the facilities under the auspices of Southern Connecticut State College and Fairfield University.

EVALUATION DESIGN:

Satisfaction reports in essay form from participants. Questionnaires concerning public disatisfaction and satisfaction were also circulated.

FINDINGS TO DATE:

1. In June of 1967 none of the schools in the area used computers in relation to instruction. As of the writing of this report (5/74), there are 9 schools equipped with computer facilities of varying capabilities serving approximately 9,400 students in junior and senior high schools.
2. The regional center plan was successful except that commercial price competition prevented true regionalization from occurring and that the program had to be subsidized by the Town of Hamden. This subsidy, and the program, will terminate effective June 30, 1974.

DISSEMINATION PLAN: none

PROGRESS TOWARD ADOPTION: See Findings.

Date completed or reviewed 5/10/74 Completed by: Richard Bigelow Phone: (203) 288-3847

LEA: HAMDEN

PROJECT: CONNECTICUT SUBURBAN AND SHORELINE EDUCATIONAL COMPUTER CENTER (COSSECC)

CODE NO: 031 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 031-001
Continuation Proposal	TT 031-002
Continuation Proposal	TT 031-003
Project Evaluation Report	TT 031-004
Project Evaluation Report	TT 031-005

Local Educational Agency: Hartford Board of Education **Address:** 249 High Street, Hartford, Conn. 06103 **Project Director:** Dr. Robert Barry	**U. S. O. E. or State Project Number** 69-1004

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Academic Games

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	2/1/69	6/30/69	$12,152.	$14,000.
Cont.				
Cont.				
TOTAL			$12,152.	$14,000.

Proposed Termination Date June, 1969

Projected Title III funding for total project period: $12,152.

TARGET POPULATION: Minority group pilot 7th and 8th grade settings; Barnard-Brown (Puerto Rican, working class), Northwest-Jones, (Black, working class), Batchelder, Naylor (white, middle class).

MAJOR OBJECTIVES:

1. Build a comprehensive structure for the teaching and motivating of inner-city youngsters through a program of competitive academic games.
2. Develop a nucleus of teachers equipped to train other staff members in the use of academic games in various subject areas and at all grade levels.
3. Produce and pilot subject matter units especially designed to meet the needs of children in a wide variety of classifications.
4. Establish a model for the curricular and extra-curricular participation of a city school system, and later its suburban neighbors, in a program of competitive academic games.
5. Investigate the several effects of the total program on both the learner and his school environment.

ACTIVITIES: The program was to develop initially at the classroom level, then spread to intramural and inter-school participation.

See statement above.

Project Title: Academic Games	U. S. O. E. or 69-1004 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: A pre- post-test experimental-control design was originally specified. Since the program only ran during the latter part of the school year, this plan turned out to be impractical. Instead, teacher comments were obtained and these were analyzed as a point of departure for further program planning.

FINDINGS TO DATE: While comments and student grade scores, for that matter, were reported as being salutary, data were not analyzed statistically but were used instead for program improvement.

DISSEMINATION PLAN: Copies of the final report were produced and distributed throughout the system. In addition, necessary materials to implement an academic games program in each of the city's schools were prepared for distribution. These together with several local news articles helped to stimulate the ordering of game materials for use in the regular curriculum.

PROGRESS TOWARD ADOPTION: While the original program was designed to pilot the use of academic games in the classroom, the intent was to make the program available throughout the system. To some extent these objectives have been accomplished. Although added staff are not available to carry on an Olympic program, materials have been distributed, as being used, and in at least one school academic games have received a major emphasis.

Date completed or reviewed 6-7-74 Completed by: Robert J. Nearine Phone: (203) 566-6534

LEA: HARTFORD

PROJECT: ACADEMIC GAMES

CODE NO: 032 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 032-001
Project Evaluation Report	TT 032-004

Local Educational Agency: Hartford Board of Education

Address: 249 High Street, Hartford, Conn. 06103

Project Director: John P. Shea

U. S. O. E. or State Project Number: 16-71-1012

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Alternate Center for Education (ACE)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/70	6/30/71	$88,596.	$133,596.
Cont.	7/1/71	6/30/72	$75,252.	107,342.
Cont.	7/1/73	6/30/73	55,875.	75,000.
TOTAL			$219,723	$315,938.

Proposed Termination Date: INDEFINITE

Projected Title III funding for total project period: $219,723.

TARGET POPULATION: 40 alienated 7th and 8th grade urban youngsters each year who are unable to achieve in a mainstream situation.

MAJOR OBJECTIVES:

1. To provide instructional and supportive services which stress basic skill mastery, language arts remediation, vocational and educational exploration, and the development of a functional self-concept on a "zero reject" basis.
2. To identify, construct, pilot, and validate individualized learning materials which are appropriate to youngsters with emotional and behavioral problems.
3. To modify individual behavioral patterns so that a youngster can return to and complete a mainstream educational program.
4. To focus on youth-tutoring-youth activities as a way to develop both a better self-concept, and leadership strengths and stability within the school community.
5. To serve as a model for the preparation of urban teachers.

ACTIVITIES: ACE was a self-contained center where "drop-out prone," alienated middle school youngsters received instructional and supportive services in one-to-one and small group situations. Not only were youngsters tutored in basic skill mastery, but they were involved with a number of cooperating service agencies to the point that they could achieve various kinds of experience - and successes - in non-school related

Project Title: Alternate Center for Education (ACE)	U. S. O. E. or 16-71-1012 State Project Number

ACTIVITIES (Cont.):

activities. These were intended to lead to job experiences and to higher educational aspirations.

EVALUATION DESIGN: A pre-post design using Metropolitan Achievement Test reading and mathematics scores, attendance figures, records of behavioral modification, the identification and expression of interest patterns in career terms, and data on successful work experiences was utilized with initial comparisons made with appropriate groups. During the last year of Title III funding, efforts were also made to project expectation lines based on previous test data. Unfortunately, data gaps were in evidence so that once again group norms were used.

FINDINGS TO DATE: While test data did not generally reach stated levels of expectation, attendance patterns improved, and assessments of student self-image and attitudes toward school improved. In addition, these potential drop-outs tended to remain in the project above expectation. This success is reflected by the 1970-71 extension of the alternate learning concept to 7 additional centers.

DISSEMINATION PLAN: ACE has been written up in local newspapers, and in a monthly newsletter which was distributed to all Hartford teachers. In addition, evaluation reports were prepared, disseminated through ERIC, and made available to the public.

PROGRESS TOWARD ADOPTION: The alternate learning center concept is firmly established within the system to the point that a majority of activities are supported with local funds.

Date completed or reviewed 6/20/74 Completed by: Robert J. Nearine Phone: (203) 566-6534

LEA: HARTFORD

PROJECT: ALTERNATE CENTER FOR EDUCATION (ACE)

CODE NO: 033 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 033-001
Continuation Proposal	TT 033-002
Continuation Proposal	TT 033-003
Project Evaluation Report	TT 033-004
Project Evaluation Report	TT 033-005
On Site Evaluation Report	TT 033-006
On Site Evaluation Report	TT 033-007

Local Educational Agency: Hartford Board of Education

Address: 249 High St., Hartford, Conn. 06103

Project Director: Joseph W. Constantine

U. S. O. E. or State Project Number: 16-72-1021

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Decision Making

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/72	6/73	$3,500.	$3,500.
Cont.				
Cont.				
TOTAL				$3,500.00

Proposed Termination Date: June 30, 1973

Projected Title III funding for total project period: $3,500.

TARGET POPULATION: Seventh and eighth grade students in the Hartford public schools.

MAJOR OBJECTIVES:

1. Each student will recognize his own values through a series of value classification exercises.
2. Each student will demonstrate a knowledge of how the collection of information is used before making any decisions.
3. Each student will demonstrate skill in the development of alternatives.
4. Each student will demonstrate various skills involved in the use of different strategies for making decisions.
5. Each student will demonstrate skills in identifying critical decision points.
6. Each student will indicate he recognizes the relationship between decisions made today and one's future.

ACTIVITIES:

The major activity was the conducting of group guidance classes on decision-making using the publication "Deciding" by the C.E.E.B.

Project Title: DECISION MAKING	U. S. O. E. or 16-72-1021 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Based on student questionnaires, self inventories, and exercises conducted as part of the text, "Deciding."

FINDINGS TO DATE: Generally positive. An evaluation report is available upon request. National evaluation data indicates that 78% of the students surveyed reported themselves better able to see the relationship between one's values and sound decisions.

DISSEMINATION PLAN: Nothing specific

PROGRESS TOWARD ADOPTION: Excellent. Decision Making is now part of our 7th and 8th grade career guidance program.

Date completed or reviewed 4/11/74 **Completed by:** J.W.Constantine **Phone: (208)** 566-6386

LEA: HARTFORD

PROJECT: DECISION MAKING

CODE NO: 035 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 035-001
Project Evaluation Report	TT 035-004
On Site Evaluation Report	TT 035-006

Local Educational Agency: Hartford Board of Education	U. S. O. E. or State Project Number
Address: 249 High Street, Hartford, Conn. 06103	69-1008
Project Director: Robert Miles	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Hartford '74

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	2/1/69	6/30/69	$34,350.	$34,350.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date: December 1974

Projected Title III funding for total project period: $34,350.

TARGET POPULATION:

Hartford, an urban city, with a population of about 162,000 constituted the target population.

MAJOR OBJECTIVES: To conduct a short and intensive planning program designed to:

1. Develop an operational model for instituting educational change in an urban center over a five year period.
2. Articulate technological, human, and societal resources in the planning process.
3. Provide a basis for the model's initial implementation.

ACTIVITIES:

Planning activities involved four-part series of interrelated activities:

1. A two-person team was employed to facilitate planning efforts.
2. A program of broad-based community involvement in all facets of planning was initiated.
3. The design for the comprehensive model for urban change was developed.
4. Plans, and a document for funding, were prepared as a blueprint for operating the model in Hartford.

Project Title: Hartford '74	U. S. O. E. or 69-1003 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: No formal planning evaluation design was developed. Rather, the proposal's objectives were to have been measured by the extent to which the contemplated change model was developed and implemented over the five-year period.

FINDINGS TO DATE: Following termination of Title III funding, a number of activities were completed. These included comprehensive 22-program system-wide needs assessment, system wide restructuring of the elementary and middle schools, development of an information system, and a number of policy statements and documents. The final report of these activities covering the five-year Hartford '74 period is presently being prepared for distribution. It is anticipated that this document will be available from the Board of Education or the Ford Foundation.

DISSEMINATION PLAN: Materials produced under the Hartford '74 rubric received international distribution. Requests are still honored as long as supplies last.

PROGRESS TOWARD ADOPTION: Many of the concepts inherent in the original Hartford '74 plan have been incorporated into the system using local and outside funds. Open education, concepts of individuality in learning, sound standardization to the collection of instructional and pupil information, and major programs to prevent drop-outs, facilitate bilingual instruction, and incorporate community are well underway.

Date completed or reviewed 6/7/74 Completed by: Robert Nearine Phone: (203) 566-6534

LEA: HARTFORD

PROJECT: HARTFORD '74

CODE NO: 036 (2 microfiche)

Documents	Identification Number
Planning Proposal	TT 036-000
Project Evaluation Report	TT 036-004

Local Educational Agency: Hartford Board of Education	U. S. O. E. or State Project Number
Address: 249 High Street, Hartford, Conn.	16-73-1012
Project Director: Margaret P. Godfrey	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Life Through Cinema

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$10,000.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/76

Projected Title III funding for total project period: $23,000.

TARGET POPULATION:

School enrollment in Geographic Area Served: 1560
Number of persons served in project: 70 middle school pupils

MAJOR OBJECTIVES:

1. To plan and create an educational model in which middle school age students can examine and begin to understand the multiplicity of life situations in the urban setting through the use of film-making or video-taping.
2. To help students cope with the circumstances of urban life.
3. To help students learn to see the interrelatedness and the integration of life within the city, and to extend this understanding to the interrelationship of Hartford with other cities, the surrounding suburbs, the state and the nation.

ACTIVITIES:

1. Outline and construct a planned course of study in urban studies using an interdisciplinary approach for the four classes participating in the project.
2. Select and acquire a broad array of instructional materials with particular reference to Hartford.
3. Orient parents to the project and its aims, and possibly distribute an urban problem questionnaire for parent reaction.

Project Title: Life Through Cinema	U. S. O. E. or State Project Number 16-73-1012

ACTIVITIES (Cont.):

4. In-class study.
5. Select items or areas for field study.
6. Pinpoint field study items for in-depth study utilizing filming.
7. Prepare and orient students to the technical aspects of filming or video taping.

EVALUATION DESIGN:

The evaluation program will attempt to measure the degree to which the objectives of the project have been attained. Evaluation will be done in four areas:

1. students' knowledge and understanding of urban life and its problems
2. the students' attitude toward urban life
3. the students' progress in the technical skills required for using a film-making approach
4. the positive relationship between on-site film-making and learning about urban life.

FINDINGS TO DATE:

Not yet available; evaluation will be done at end of initial year of operation.

DISSEMINATION PLAN:

Information of this project will be disseminated through the use of area newspapers, the local T.V. station, the State Department of Education, and the Hartford Board of Education publications, and through project reports duplicated and disseminated throughout Hartford and the CREC region.

PROGRESS TOWARD ADOPTION:

Expansion of this program to other school service areas is presently under consideration using non-federal funding.

Date completed or reviewed 4-2-74 Completed by: Margaret Godfrey Phone: (203) 522-6177

LEA: HARTFORD

PROJECT: LIFE THROUGH CINEMA

CODE NO: 037 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 037-001

Local Educational Agency: Hartford Board of Education

Address: 249 High Street, Hartford, Conn. 06103

Project Director: Gertrude Katz

U. S. O. E. or State Project Number: 68-05125

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Operation ASTRA

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	3/68	2/69	46,368.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date: June/1969

Projected Title III funding for total project period: $46,368.

TARGET POPULATION: Gifted children in grades 1-12.

MAJOR OBJECTIVES: The major objective of this program was to develop a comprehensive program for gifted children. This will be accomplished by combining the resources of educational consultants, subject matter experts, and teaching specialists into an articulated planning team.

ACTIVITIES: The project was aimed at the construction of a series of supplementary enrichment units which were specifically designed to further the development of youngsters with identifiably superior intellectual abilities. These units were used with groups of gifted youngsters or with individual students in the form of independent studies. While the long-range plan was to embrace all subjects at all

117

Project Title: Operation ASTRA	U. S. O. E. or 68-05125 State Project Number

ACTIVITIES (Cont.):
grade levels, initially the project focused on the middle grade levels in the areas of mathematics, the humanities, and the social sciences. Materials which were produced included Modular Arithmetic, A Study Guide for Sentence Reasoning, An Adventure in Geometry, the Mythic Bases for Literature, several teacher guides, and packets of supplementary materials.

EVALUATION DESIGN: As a planning grant, the first year of Operation Astra was designed essentially to explore the feasibility of a gifted curriculum development model by actually producing a small number of instructional materials using teams made up of teachers of the gifted, University subject matter specialists, and University educators. Hence the evaluation design considered the process of curriculum development and product assessments.

FINDINGS TO DATE: Findings point out the need to devise a master plan as a guide for the conceptualization of produced or selected materials, a cost conscious subcontracting production system, quality control specifications for material acceptance or rejection, a baseline orientation for curriculum producers, the use of in-service to prepare teachers to use produced materials, and finally the development of a plan to test material effectiveness.

DISSEMINATION PLAN: Produced materials together with professional articles have been widely disseminated in journals, local and area newspapers, and in professional conference. Large numbers of curriculum guides were also distributed on a no-cost basis. University Microfilms now has the contract to distribute ASTRA materials.

PROGRESS TOWARD ADOPTION: Materials are used throughout the city. Further, plans are being explored to develop more ASTRA materials using the model which was advanced in the original proposal.

Date completed or reviewed 6-7-74 Completed by: Robert J. Nearine Phone: (208) 566-6534

LEA: HARTFORD

PROJECT: OPERATION ASTRA

CODE NO: 034 (5 microfiche)

Documents	Identification Number
Planning Proposal	TT 034-000 + addendum
Project Evaluation Report	TT 034-004

Local Educational Agency: Hartford Board of Education **Address:** 249 High Street, Hartford, Conn. 06103 **Project Director:** David P. Kern	**U. S. O. E. or State Project Number** 68-06406

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Operation GO

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/68	6/69	$90,638.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date May 1971

Projected Title III funding for total project period: $299,997.

TARGET POPULATION: 100 disadvantaged students at Weaver and Hartford High - post eighth grade.

MAJOR OBJECTIVES:

1. A program of remediation designed to produce an academic record indicative of college admission.
2. Alter negative self-image to positive self-image.
3. Demonstrate and encourage replication based on principle that independent schools can effectively extend and supplement existent public school services.

ACTIVITIES:

1. Seven week, intensive summer program of academic instruction, cultural stimulation and supportive counseling conducted in residence at the Hotchkiss school.
2. Twice monthly exchange during the academic year between Hotchkiss and the city students for tutorial and social activities.
3. Year-round supportive services including personal counseling, home visitation, public school visitation and applying existing resources.

Project Title: Operation GO	U. S. O. E. or State Project Number 68-06406

ACTIVITIES (Cont.):

4. Developing a working dialogue with other independent schools and the urban community.

EVALUATION DESIGN:

1. Empirical evidence given by summer school teachers. Testimony of winter public school teachers and guidance personnel.
2. Narrative report.
3. Comparison of Pre and Post Standardized tests (Stanford, Large-Thorndike, Metropolitan, Wechsler-Intelligence Scale for Children).
4. Student reaction.
5. Parent reaction.

FINDINGS TO DATE:

77% attend college of post secondary education.
10% college dropout but return
10% college dropout and working but profess continued interest in returning
3% legal difficulties.

Much improved academic performance, average 2 year reading improvement, math improvement 75%, self concept improved.

DISSEMINATION PLAN:

Hartford Action Report
ERIC, SRIS Services
Newspaper and magazine articles
Numerous talks
Findings widely distributed nationally
Visitations to program

PROGRESS TOWARD ADOPTION:

One condition of the grant was to disseminate and replicate the program. The grant was terminated in favor of a grant to the successor organization, "SPHERE," which is the corporate name for the nine programs that resulted from the replication effort.

The program successfully replicated and refunded. SPHERE now working with 750 students, grades 3-12, Hartford and Waterbury. Mostly local funds.
Budget $420,000.00.

Date completed or reviewed 2-22-74 Completed by: David P. Kern Phone: (203) 525-3195

LEA: HARTFORD

PROJECT: OPERATION GO

CODE NO: 038 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 038-001
Project Evaluation Report	TT 038-004
Project Evaluation Report	TT 038-005

Local Educational Agency: Hartford Board of Education

Address: 249 High Street, Hartford, Conn.

Project Director: Robert Miles

U. S. O. E. or State Project Number: 67-3383

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Operation HICUT

Funding:

Type	Period of Funding From	To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/26/67	6/25/68	$165,965.	
Cont.	6/28/68	6/30/69	$176,662.	
Cont.	7/1/69	6/30/70	$ 60,000.	
TOTAL				

Proposed Termination Date 6/30/70

Projected Title III funding for total project period: $402,627.

TARGET POPULATION: Elementary teachers new to inner-city teaching and teacher trainees.

MAJOR OBJECTIVES:

1. To provide teachers with a realistic knowledge of urban problems and student characteristics.
2. To emphasize the development of rapport between inner-city pupil and teacher.
3. To foster teaching skills conducive to classroom atmosphere which is relaxed, responsive, and open in communication.

ACTIVITIES: The training was an intensive 8-week program conducted in the summer preceding the teachers beginning in the Hartford system. Morning sessions were devoted to laboratory instruction of pupils in grades 1 to 8 and observation of instructional demonstrations by master teachers. For this phase one new teacher and one teacher-trainee were assigned to a group of 15 pupils. Afternoon sessions were devoted to formal training and conferences emphasizing philosophy, critique of instruction, social/psychological concepts, and curriculum development.

Project Title: Operation HICUT	U. S. O. E. or 67-3383 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

1. Teacher ratings of training program.
2. Process evaluation of program procedures and organization.
3. Staff evaluation of participant performance.

FINDINGS TO DATE:

1. Overall favorable reaction of trainees to the training program.
2. The basic design and implementation of program was judged sound.
3. Positive changes in teacher attitudes and performance were documented.

DISSEMINATION PLAN:

News releases, presentations at professional meetings.

PROGRESS TOWARD ADOPTION:

The concepts developed and the in-service training techniques demonstrated have been significant in influencing subsequent staff development programs in Hartford.

Date completed or reviewed 4/12/74 Completed by: R. Richards Phone: (203) 566-5287

LEA: HARTFORD

PROJECT: OPERATION MICUT

CODE NO: 039 (11 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 039-001 + addendum
Continuation Proposal	TT 039-002
Continuation Proposal	TT 039-003
Project Evaluation Report	TT 039-004
Project Evaluation Report	TT 039-005
Interim Report	TT 039-006
On Site Evaluation Report	TT 039-007
On Site Evaluation Report	TT 039-008
On Side Evaluation Report	TT 039-009

Local Educational Agency: Hartford Board of Education

Address: 249 High Street, Hartford, Conn.

Project Director: William F. Paradis

U. S. O. E. or State Project Number: 66-2035

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project CONCERN

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	9/1/66	6/30/67	$90,000	
Cont.	7/1/67	6/30/68	122,910	
Cont.	7/1/68	6/30/69	90,000	
TOTAL			$ 302,910	

Proposed Termination Date 6/30/69

Projected Title III funding for total project period: $302,910

TARGET POPULATION: Disadvantaged children in validated schools of Hartford's Northend, randomly selected to participate.

MAJOR OBJECTIVES: Educational intervention for purposes of increasing academic achievement.

ACTIVITIES: Provide daily transportation to 15 suburban school districts who volunteered to accept pupils. Supportive teacher and teacher aide for every twenty-five pupils. Children are under rules and regulations of receiving community. They are considered as pupils of the receiving school. A Supportive Teacher acts as resource and as a catalytic agent to make sure diagnosis, prescription, and follow-through are thorough. Agent also coordinates efforts of all agencies involved in any particular case of a child needing help.

Project Title: Project CONCERN	U. S. O. E. or 66-2035 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Annual measurement of academic growth and social development made of Project CONCERN pupils and control group remaining in Hartford schools. Analysis of individual pupil data and comparison with control group data.

FINDINGS TO DATE: Positive growth academically and socially. By and large, Project pupils have made greater gains than similar non-participating pupils.

DISSEMINATION PLAN: Thousands of copies of the various reports have been sent to libraries, State Departments of Education, institutions of higher learning, school boards, Superintendents and graduate students.

PROGRESS TOWARD ADOPTION: Project CONCERN will begin its ninth year of operation in September, 1974. Funding is a continuing problem.

Funding under Title III was for two years under the supervision of Dr. Thomas Mahan; third and last year of funding through Dr. Robert Nearine, Hartford Board of Education. Title I, SADC, Kennelly Bill, General Budget continues. Four communities were funded by Title VII in 1973-74 for one year. Three of these are being partially funded for 1974-75.

Date completed or reviewed 6/26/74 Completed by: W. F. Paradis Phone: (203) 527-5248

LEA: HARTFORD

PROJECT: PROJECT CONCERN

CODE NO: 040 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 040-001
Continuation Proposal	TT 040-002
Project Evaluation Report	TT 040-004 2-year report
Project Evaluation Report	TT 040-005 3-year report
Project Evaluation Report	TT 040-006

Local Educational Agency: Hartford Board of Education

Address: 249 High Street, Hartford, Conn. 06103

Project Director: David P. Kern

U. S. O. E. or State Project Number: 16-71-1008

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: SPHERE

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7-69	6-70	$125,000.	$294,000.
Cont.	7-70	6-71	$125,000.	$320,000.
Cont.	7-71	6-72	$125,000.	$360,000.
TOTAL				

Proposed Termination Date: 6/30/72

Projected Title III funding for total project period: $375,000.

TARGET POPULATION: 600 - 800 disadvantaged Hartford public school children in grades 4-12 who, with additional remediation, could attain grade level in Reading, Math and English usage.

MAJOR OBJECTIVES:

1. To provide supplementary, remedial, and enriching education to six hundred (or more, depending on level of funding) boys and girls from the Hartford Public School System who can fulfill their education potential if they are afforded the opportunity of individual instruction and support.
2. To produce in each child a belief and a knowledge that he, too, can complete a rigorous preparatory program leading to successful completion of high school, college admission or other post secondary education.
3. To provide a vehicle which will demonstrate: (a) collective action by Independent Schools can effectively extend and supplement existent public school services; (b) a federated approach can sharpen the thrust of the Independent School effort in working with core city residents; (c) a coordinated effort on the part of the Independent Schools can offer a greater variety and a continuing educational experience from the fourth grade through High School to those students who can benefit from long-term supplemental education.

ACTIVITIES: An intensive six or seven week summer program of academic instruction, cultural stimulation, and supportive counseling conducted in residence or on a non-boarding basis on one of the SPHERE campuses. This supportive service will terminate only when

Project Title: SPHERE	U. S. O. E. or 16-71-1008 State Project Number

ACTIVITIES (Cont.):

a child feels he no longer needs help or if the school feels the student can no longer benefit. It is envisioned that most of the participants will be involved over many years.

(2) Winter follow-up takes the form of continued tutoring both on the SPHERE campuses and in the public schools. Reunions and general supportive services are conducted by SPHERE personnel.

(3) Parental involvement both individually and collectively in planning and carrying out programming.

(4) Developed model by which other Independent Schools and Public systems can proceed with similar arrangements.

EVALUATION DESIGN:

1. The formal evaluation involved comparison of pre and post-test data and was supplemented by: (a) Formal staff reports on the effectiveness or non-effectiveness of various aspects of the program; (b) A synthesis of the individual anecdotal reports which was compiled for each student; (c) Student reactions to the program. These reactions were obtained from SPHERE boys and girls at the end of each summer session and periodically throughout the academic school year.
2. Instruments used in the evaluation involved both pre and post administration of the: (a) Lorge-Thorndike Tests, advanced form (verbal and non-verbal scales); (b) Metropolitan Test of Achievement, advanced battery (word knowledge, reading and arithmetic) (c) the Stanford Achievement Tests, advanced battery (work knowledge, reading and arithmetic); (d) The Wechsler Intelligence Scale for Children. This instrument was administered to all children. (e) Each of the instructional areas utilized individually selected: (1) differentially diagnostic instruments; (2) formal measures of achievement.

FINDINGS TO DATE:

50% "most damaged" children have been successful in school and achieved post high school opportunity for study.

90% "pacesetters" have gone on to college.

82% "average underachievers" (2-4 yeard behind) have gone on to higher education.

In lower grades 4-8 average gain in reading or math per summer has been one or two years. Some gain is lost in winter but quickly recouped the following summer.

DISSEMINATION PLAN: (1) Hartford's Action Report, a periodic newsletter with a wide local and national distribution; (2) Local and State newspapers; (3) The ERIC, SRIS, and Clearing House services; (4) Articles prepared by staff members for publication in professional journals; (5) A series of ten project bulletins and newsletters; (6) Visitation to SPHERE schools and to Hartford by representatives from various public and private schools; (7) The periodic gathering of school officials into dialogue sessions which can be used to explore the feasibility of further private-public school programs of cooperation.

PROGRESS TOWARD ADOPTION:

Excellent. The program is now ten years old and working in Hartford and Waterbury. Funding has been picked up locally and by new state legislation. The State Legislature will be considering funding an expanded SPHERE throughout the State in the Fall of 1974.

Date completed or reviewed 2/22/74 Completed by: David Kern Phone: (203) 525-3195

LEA: HARTFORD

PROJECT: SPHERE

CODE NO: 041 (7 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 041-001
Continuation Proposal	TT 041-002
Continuation Proposal	TT 041-003
Project Evaluation Report	TT 041-004
Project Evaluation Report	TT 041-005
Project Evaluation Report	TT 041-006
On Site Evaluation Report	TT 041-007
A Study of Reading Growth Rates	TT 041-008

Local Educational Agency: Hartford Board of Education **Address:** 249 High Street, Hartford, Conn. 06103 **Project Director:** Helen DiCorleto	**U. S. O. E. or State Project Number** 16-72-1022

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Teacher Interactive Learning Center

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$83,271.	
Cont.	9/1/73	6/30/74	$74,253.	
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $213,225.

TARGET POPULATION: T.I.L.C. serves public and non-public teachers, para-professionals, persons from institutions of higher education and community members of the 28 towns of CREC. An estimate of the population of this area was listed as 787,000 in the initial proposal. An approximate figure of 700 adults are served at this center.

MAJOR OBJECTIVES:

1. To develop self-directed teachers who actively identify their own needs and plan, organize and conduct their own inservice through learn-by-doing.
2. To provide an interaction workshop center for teacher-to-teacher dissemination of teacher-created instructional materials and of effective teaching techniques.
3. To, by request, assist teachers in individualizing instruction through practical "know-how" from teachers skilled with the needed expertise.
4. To keep participants updated as to new instructional materials, methods and techniques.
5. To facilitate interaction of teachers seeking solutions to common problems through sharing ideas and learning together.
6. To utilize teacher facilitators to assist teachers in planning, implementing, revising, modifying and evaluating their own individual program ideas.
7. To establish a teacher-created curriculum bank of materials to be reproduced or modified to meet various students' learning styles.

ACTIVITIES:

Most activities involve active "learn-by-doing," are planned in response to participants' requests and are led by teachers who have the needed expertise. Most instructional materials and techniques are teacher-created or modified and targeted to individualizing instruction. Most activities are in response to the individual requests of teachers. Mini-courses, and workshops supplement blocks of time for individual activity. Selective

Project Title: Teacher Interactive Learning Center	U. S. O. E. or State Project Number 16-72-1022

ACTIVITIES (Cont.):

programs open new horizons--new materials are available for review--new techniques are explored "by doing." A growing bank of curriculum materials is available to be replicated or modified. All participation is voluntary--people come in with a "need-to-know" or a desire to learn--inservice is accomplished teacher-to-teacher.

EVALUATION DESIGN:

Programs must be self-evaluating to eliminate threat of administrative sanction and to insure teacher effectiveness.

A primary criterion is the measure of success in meeting the individual needs of participants.

Feed-back is from:

Informal elicitation of participant reactions.
Interviews with participants.
Site-visitation.

FINDINGS TO DATE: Approximately 1300 signatures were in the T.I.L.C. guest book at the end of its first year, June 1973. Some signatures occur only once--visitors from out of the area seeking information on this innovative staff development model; other signatures of active voluntary continuing participants occur well over 15 times.

One reaction of a participant states: "T.I.L.C. opens a whole new area of techniques that enable me to implement my lessons more effectively. Teachers need to have a place where they can go for ideas."

At the present time, the data from a new informal evaluation survey for the present year has not been tabulated.

DISSEMINATION PLAN:

T.I.L.C. Monthly Newsletters, CREC Monthly Newsletter and word-of-mouth by enthusiastic participants.

Beginning in 2/1/74 Radiation Workshops were initiated. The resources and services of the T.I.L.C. became available on request, out to the schools of the project area. (7 such workshops have been completed to date.)

PROGRESS TOWARD ADOPTION:

Hartford's local budget has been in serious difficulty during the T.I.L.C. project period.

Whereas Hartford has given fine in-kind contributions of physical space, office and audio-visual equipment, services, etc., it has not been able to pick up any other costs.

However, through other federal Staff Development funds, it plans to pick up part of the T.I.L.C. salaries for next year.

Date completed or reviewed 3/22/74 Completed by: Helen DiCorleto Phone: (203) 522-1798

LEA: HARTFORD

PROJECT: TEACHER INTERACTIVE LEARNING CENTER

CODE NO: 042 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 042-001
Continuation Proposal	TT 042-002
Project Evaluation Report	TT 042-004
On Site Evaluation Report	TT 042-007

Local Educational Agency: Hartford Board of Education **Address:** 249 High Street, Hartford, Conn. 06103 **Project Director:** Maggie B. Jones	**U. S. O. E. or State Project Number** 16-72-1023

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Waverly Opportunities Workshop (WOW)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$19,652.	$25,000.
Cont.	7/1/73	6/30/74	$14,315.	$25,000.
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $48,000.

TARGET POPULATION: The population of the Waverly Community School is about 4,250 people. This area is one of the most populous of the twenty-seven school districts in Hartford.

MAJOR OBJECTIVES: The W.O.W. Program was designed to bring business and industries into the community school. Major industries includes Southern New England Telephone Company, International Business Machine and The Travelers, Inc., Co., just to name a few.

The courses which are offered by the community school to adults are not only for educational improvement but also for leisure enjoyment.

In addition, the commitment of the industries also point out to the participants that an acquisition of the necessary skills coupled with an understanding of new concepts arising because of technological improvements could lead to new career paths.

ACTIVITIES: Activities include Slimnastics, Self-Defense, Beginning Sewing, Advanced Sewing, Typing I and Typing II, Ceramics, Knitting. Transportation service is provided for all participants that are in need of it; also baby-sitting services are provided. IBM has extended its service to the program by offering the Office Skills Training Program to develop proficiency in clerical/secretarial skills so that participants can qualify for and obtain a career path job.

Project Title: Waverly Opportunity Workshop (WOW)	U. S. O. E. or State Project Number 16-72-1023

ACTIVITIES (Cont.):

EVALUATION DESIGN: This program is evaluated primarily through staff, participant, and administrative assessments. Recommendations for course selection, modification, or improvement are collected on a semester-by-semester basis. In addition, attendance figures, placements, statistics, indications of employer satisfaction or dissatisfaction, and community reactions both formal and informal are assessed on an on-going basis. The overall evaluative intent is aimed at immediate program modification and refinement rather than the statistical presentation of data.

FINDINGS TO DATE: W.O.W. is operating more effectively this year. Students have remained in most classes for the two sessions, which is ten weeks. Students have also requested that we extend sessions until school is out for the summer or just through the month of May.

More students have enrolled in classes. They are requesting a registering mailing list for classes for 1974-75. Instructors' attendance has been extremely good.

DISSEMINATION PLAN: Advertising through local newspapers, (Hartford Star), local radio stations (W.K.N.D.); also companies that are involved with W.O.W. advertise through their bulletins and newsletters.

PROGRESS TOWARD ADOPTION:

WOW - PROGRESS TOWARD ADOPTION:

Although WOW still operates under Title III funding, plans are being made to institutionalize the program within the system. In all probability, funds from local and area business and industry will be devoted to this task.

Date completed or reviewed 22 May 74 Completed by: Robert J. Nearine Phone: (203) 566-6534

LEA: HARTFORD

PROJECT: WAVERLY OPPORTUNITIES WORKSHOP (WOW)

CODE NO: 043 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 043-001
Continuation Proposal	TT 043-002
Project Evaluation Report	TT 043-004
On Site Evaluation Report	TT 043-006

Local Educational Agency: Hartford Board of Education **Address:** 249 High St., Hartford, Conn. **Project Director:** Elizabeth Noel and Cynthia Reik	**U. S. O. E. or State Project Number** 16-73-1002

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Women Today and Tomorrow

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$3,500.	$3,500.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/74

Projected Title III funding for total project period: $3,500.

TARGET POPULATION: Female population of Hartford's three high schools: approximately 3,500 students.
Faculties of Hartford's three high schools: approximately 500 teachers.

MAJOR OBJECTIVES:

Education of student body and faculty on changing role of women.

ACTIVITIES:

Preparation of guidance booklet for high school girls.
Purchase of books and establishment of feminist bookshelves in three high school libraries.
In-service meeting of three high school faculties on subject of women.
Meeting with state technical school guidance counselors.
Responding to requests for booklets from teachers and counselors from New England and surrounding areas (over 100 requests).

Project Title: Women Today and Tomorrow	U. S. O. E. or State Project Number 16-73-1002

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Booklet questionnaire, faculty questionnaire, circulation of library books.

FINDINGS TO DATE:

Mixed reaction so far.

DISSEMINATION PLAN:

Have found it necessary to delay dissemination pending action of the Board of Education.

PROGRESS TOWARD ADOPTION:

In-service for faculty December 6th, Hartford Public High School.
Booklets displayed in three high school libraries.
Booklets distributed to faculty.

Date completed or reviewed 4/6/74 Completed by: Cynthia Reik Phone: (203) 278-1365

LEA: HARTFORD

PROJECT: WOMEN TODAY & TOMORROW

CODE NO: 044 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 044-001

Local Educational Agency: Killingly Board of Education

Address: Town Hall, Danielson, Conn.

Project Director: Bernice Nijadlik

U. S. O. E. or State Project Number

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Research Development and Innovation Center

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	10/1/66	9/30/67	$82,609.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 9/30/67

Projected Title III funding for total project period: $82,609.

TARGET POPULATION: Total school population of northeastern Connecticut ultimately.

MAJOR OBJECTIVES:

1. To survey existing school programs and identify children not adequately served.
2. To enlist professional resources to do research and status studies of area education.
3. To propose operational programs based on studies done.

ACTIVITIES:

Teachers, administrators and community people formed planning committees to examine the major areas of concern with the aid of a full-time planning director.

Project Title: Research Development and Innovation Center	U. S. O. E. or State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Analysis of the process and outcomes of planning.

FINDINGS TO DATE:

Some useful data were generated and a rather ambitious program implementation proposal was developed.

DISSEMINATION PLAN:

Community workshops; progress reports to participating schools; speaking to community organizations.

PROGRESS TOWARD ADOPTION:

Because of reluctance by participants to undertake the operational stage, the project did not progress beyond the planning phase.

Date completed or reviewed 4/21/74 Completed by: R. Richards Phone: (203) 566-5287

LEA: KILLINGLY

PROJECT: RESEARCH DEVELOPMENT AND INNOVATION CENTER

CODE NO: 045 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 045-001

Local Educational Agency: Project LEARN **Address:** 20 Island Ave., Madison, Conn. 06443 **Project Director:** Francis D. Robinson	**U. S. O. E. or State Project Number** 16-72-1026

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Associate Special Education Resource Center (ASERC)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$30,000.	$30,000.00
Cont.	7/1/73	6/30/74	$25,000.	$36,698.60
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $71,500.

TARGET POPULATION: Project ASERC serves fifty-five (55) elementary and secondary schools throughout an eighteen (18) town area in Southeastern Connecticut. One hundred seventy (170) special education personnel and regular classroom teachers serving approximately thirty-thousand (30,000) pupils comprise the broad-base target population.

MAJOR OBJECTIVES:

1. To improve the teacher's understanding of the disabled learner.
2. To offer locally a long-range, graduate level program in teacher preparation.
3. To introduce special education consultants to local school systems.
4. To inaugurate a special teacher-release program for in-depth, on-site evaluation of pupils.
5. To establish a resource center for research and instructional materials.

ACTIVITIES: ASERC was established to serve as a satellite to the State Special Education Resource Center at the Gengras Center in West Hartford, Connecticut. The function of ASERC is twofold--to provide both human and material resources for developing special education programs. First year, in-service activities totaled fifteen (15) separate workshops and seminars such as ITPA Teacher-Training Sessions, Achievement Motivation in the Jr.-Sr. High School, and Remediation Strategies for Learning Disabled Pupils. Increasing demands for evaluation and distribution of instructional

Project Title: Associate Special Education Resource Center (ASERC)	U. S. O. E. or State Project Number 16-72-1026

ACTIVITIES (Cont.):
materials are revealed by the following distribution figures: 1,708 items distributed during the first five months (September 1973-January 1974) compared to 1,426 items for the entire 1972-73 school years.

EVALUATION DESIGN: A four-page evaluation form, one for teachers and another for principals, was utilized for the project evaluation of in-service programs and adequacy of materials. Separate forms for the evaluation of instructional materials were included and retrieved through the distribution of each item. Immediate and continuous evaluation of all programs was maintained through many communiques between special education personnel in the local schools and the staff at ASERC. Evaluation reports for special projects and consultant services are included in the end-of-year project evaluation.

FINDINGS TO DATE: Results of first-year project evaluation indicated a high degree of satisfaction and a strong interest by teachers and administrators to continue the in-service programs.

Regarding the quality and type of materials distributed:

Quality--from good to excellent

Variety--excellent with one exception to purchase more materials for Jr.-Sr. high school pupils.

Type--a high degree of multi-sensory and intrinsic motivational value.

DISSEMINATION PLAN: Project information was disseminated on a continuous basis throughout the eighteen (18) participating towns to superintendents of schools, principals, teachers, Board of Education members, State Department of Education Personnel, and interested educators outside the Project LEARN participating towns.

PROGRESS TOWARD ADOPTION: The willingness by local communities to contribute local additional support funds during the second year of the project is encouraging evidence that ASERC will be totally adopted and supported by the participating communities upon withdrawal of Title III funding.

Date completed or reviewed 2/26/74 Completed by: Francis Robinson Phone: (203) 245-1301

LEA: LEARN

PROJECT: ASSOCIATE SPECIAL EDUCATION RESOURCE CENTER (ASERC)

CODE NO: 046 (4 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 046-001
Continuation Proposal	TT 046-002
Project Evaluation Report	TT 046-004
On Site Evaluation Report	TT 046-006

Local Educational Agency: Manchester Board of Education

Address: School Street, Manchester, Conn. 06040

Project Director: Juan Sanchez

U. S. O. E. or State Project Number: 68-05160

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project OUTDOORS

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/15/68	6/14/69	$61,044.	
Cont.	7/1/69	6/30/70	46,761.	
Cont.	7/1/70	6/30/71	37,500.	
TOTAL			$145,305.	

Proposed Termination Date 6/30/71

Projected Title III funding for total project period: $145,305.

TARGET POPULATION: 50,000 pupils in 10 school districts.

MAJOR OBJECTIVES:

1. To stress and restress repeated exposure to the environment from all points of view using an interdisciplinary approach.
2. To provide teachers (and therefore their students) with materials and experiences that will enable them to feel comfortable in an outdoor environment.

ACTIVITIES:

Workshops for teachers, college students, girl scouts, clubs.
Class visits
Field trips to the Natural Science Center, individual schools, other natural areas
Camping (by day or overnight) at Colebrook and Times Farm
Printed materials: Newsletters, mimeos, etc.

Project Title: Project OUTDOORS	U. S. O. E. or State Project Number 68-05160

ACTIVITIES (Cont.): Activities geared from K through 12.

EVALUATION DESIGN: By teachers involved in activities, including questionnaires, quality of new curriculum implemented, records of student response (knowledge, attitudes, motivation).

FINDINGS TO DATE: Well received, participation increases yearly as other towns buy into program, their allotment increases yearly.

DISSEMINATION PLAN: Have disseminated 5 volume "Teacher's Guide to Environmental Education" to all areas of state and to many other states, including Alaska.

PROGRESS TOWARD ADOPTION: Manchester Board of Education has adopted our program, providing continued financial support.

Date completed or reviewed 6/1/74 **Completed by:** Juan Sanchez **Phone: (203)**

LEA: MANCHESTER

PROJECT: PROJECT OUTDOORS

CODE NO: 047 (6 microfiche)

Documents	Identification Number
Planning Proposal	TT 047-000
Initial Operational Proposal	TT 047-001
Continuation Proposal	TT 047-002
Continuation Proposal	TT 047-003
Project Evaluation Report	TT 047-005
On Site Evaluation Report	TT 047-006

Local Educational Agency: Mansfield Board of Education

Address: P. O. Box 176, Mansfield Center, Conn. 06250

Project Director: Katherine Newman

U. S. O. E. or State Project Number: 16-72-1024

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Seminars in Affective Education Leadership (SAEL)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$10,150.	$10,150.
Cont.	7/1/73	6/30/74	7,622.	10,150.
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $21,145.

TARGET POPULATION: All pupils K-8 (1,653) through in-service training of 119 certified personnel (teachers, counselors, administrators).

MAJOR OBJECTIVES:

1. Provide an in-service program by offering a week-long workshop before school starts. This workshop will provide differentiated learning experiences for:
   a. the beginner in affective education.
   b. those who have had minimal exposure during the last two years.
   c. those who wish to gain leadership training making it possible to sustain efforts as the project ends.
2. Utilize a model of in-service training (demonstration-discussion-practice); discussion to meet selected needs of children: (a) to express feelings, (b) to understand similarities and differences among others, (c) to expand communication skills, (d) to learn a value system to help in decision making, (e) to know meaning of family relationships.
3. Provide guidelines and materials for an affective education curriculum.
4. Provide educational opportunity for parents to learn interpersonal communication skills.

ACTIVITIES

1. Seminars: i.e., Interpersonal communication skills, Group Process in the Classroom, Affective Education in the Classroom, Racism and Sexism.

150

Project Title: Seminars in Affective Education Leadership (SAEL)	U. S. O. E. or 16-72-1024 State Project Number

ACTIVITIES (Cont.):

2. Direct services to group of grades 5, 6, 7, and 8 on demonstration basis at invitation and according to plan of teachers.
3. Researching and providing materials and resources.
4. Training leaders to work with other teachers.
5. Intensive workshop to give lead time to teachers.
6. Use of affective education method as integral part of Drug Education.

EVALUATION DESIGN:

1. Feedback questionnaires using continuum measures (weighted).
2. Evaluative measures by pupils as to climate of class.
3. Comparative sociograms.
4. Appropriate standardized tests.

FINDINGS TO DATE:

1. Seminars reached about 50% of staff.
2. Skills used by 50% of all teachers, some who did not take seminars.
3. Skills used by staff and administration to solve problems.
4. Very positive and extended effect on groups of students.
5. Needed are materials requested by parents and more and more teachers, reaching into high school.

DISSEMINATION PLAN:

1. Development of brochure to be mailed out to area towns and on request across the nation.
2. Presentation of project to Superintendents' Association.
3. Special articles in local and state-wide newspapers.

PROGRESS TOWARD ADOPTION:

Local funding with no question.
Windham interested in joining Mansfield.
More and more teachers are asking to learn and use methods in class.
Interest reaching into high school
Parents supportive.

Date completed or reviewed 5/10/74 Completed by: Katherine Newman Phone: (203) 423-4526

LEA: MANSFIELD

PROJECT: SEMINARS IN AFFECTIVE EDUCATION LEADERSHIP (SAEL)

CODE NO: 048 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 048-001
Continuation Proposal	TT 048-002
Project Evaluation Report	TT 048-004
On Site Evaluation Report	TT 048-007

Local Educational Agency: Meriden Board of Education	U. S. O. E. or State Project Number
Address: City Hall, Meriden, Conn. 06450	16-73-1021
Project Director: Arnold Posner	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Cable - RAVE

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$51,450.	$51,450. Title III 46,100. local in-kind
Cont.				$97,550. Total
Cont.				
TOTAL				

Proposed Termination Date 6/30/77

Projected Title III funding for total project period: $150,000.

TARGET POPULATION: The towns of Meriden, Wallingford, Cheshire, Southington and Wolcott. The project area covers 68 public and non-public schools, 2,000 teachers, and a student enrollment of about 38,000 students. Since many home viewers will be able to receive the CATV educational channels, the project's programming will reach thousands of additional citizens.

MAJOR OBJECTIVES: To establish a cable educational television network interconnecting the schools and utilizing the potential of a cable television system. To mold the programming of the educational channels to the needs of the participating towns and produce local programs to suit those needs. To act as a clearinghouse where users of the CATV educational access channels can seek advice and professional expertise.

ACTIVITIES: To hold workshops for teachers on the utilization of TV in education and on production techniques. Meet with local CATV franchise owners to assure that oject objectives will be met. Survey teachers and administrators to determine urriculum needs common to the participating towns. Establish a service to repair all TV, VTR and distribution equipment in the participating towns and to provide technical and engineering expertise. Produce local TV pilots based on the findings of the planning year. Disseminate information to the community about CATV and the effect it will have

Project Title: Project Cable - RAVE	U. S. O. E. or State Project Number 16-73-1021

ACTIVITIES (Cont.):

on their daily lives in an effort to motivate interest and therefore, participation.

EVALUATION DESIGN: Questionnaires administered to teachers. Evaluation response of workshops, lectures, presentations, logs and records of meetings and assistance offered to the participating towns. Response to pilot programs. Professional evaluation and recommendations.

FINDINGS TO DATE: Teachers indicate a strong interest in using TV equipment in their classrooms. Most are interested in additional training in order to produce programming for the CATV educational channel. In the community, the nature of the CATV system is widely misunderstood.

DISSEMINATION PLAN: A.C.E.S., contact with groups of similar concerns, brochures, explaining proposal and progress of project, local newspaper articles, radio and television appearances, local CATV origination channels, our own locally produced programs and spots, news releases to audio-visual and professional magazines.

PROGRESS TOWARD ADOPTION: The project staff has visited other projects with similar objectives. A repair service has been initiated. Inservice videotapes have been made available to the towns as well as additional videotaped programming. All-day regional TV utilization workshops have been attended by about 200 teachers. Individual assistance and workshops have taken place. A bibliography of TV/Education resources has been published in conjunction with A.C.E.S. indicating title available in our Cable-RAVE library. Ongoing discussions continue with CPTV, the cable operators and other CATV groups in order to secure the project's objectives.

Date completed or reviewed 4/16/74 Completed by: Arnold Posner Phone: (203) 235-3132

LEA: MERIDEN

PROJECT: CABLE RAVE

CODE NO: 049 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 049-001

Local Educational Agency: Meriden Board of Education **Address:** City Hall, Meriden, Conn. 06450 **Project Director:** Laurence B. Tiven	**U. S. O. E. or State Project Number** 16-72-1025

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Program to Evaluate and Strengthen Guidance Services

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$3,500.	$3,500.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/73

Projected Title III funding for total project period: $3,500.

TARGET POPULATION:

Director of Pupil Personnel
Director of Middle Schools
Director of High Schools
5 Guidance Counselors

MAJOR OBJECTIVES:

1. To create a pool of guidance personnel familiar with all aspects of evaluation through a series of inservice workshops under the direction of an evaluation consultant.
2. To create an evaluation model which can initially be applied to the guidance department, and used as a prototype for other departments.
3. To apply the evaluation model to the guidance department of the Meriden School System in order to determine its practicality and validity.

ACTIVITIES:

A 60-hour intensive institute in evaluation was carried on for 8 participants consisting of the following: Director of Middle Schools; Director of Secondary Schools; Director of Pupil Personnel; 2 High School Guidance Counselors; 2 Middle School Guidance Counselors; and 1 Elementary School Guidance Counselor. The institute operated for 10 days, from July 5th through July 18th. Each session was 6 hours in length, consisting of approximately 3 hours of lecture in the morning, and a 3-hour workshop in the afternoon.

156

Project Title:	A Program To Evaluate and Strengthen Guidance Services	U. S. O. E. or State Project Number	16-72-1025

ACTIVITIES (Cont.):

The total program had 4 phases, as follows: (1) The Evaluation Process; (2) Writing of Behavioral Objectives; (3) Designing of an Evaluation Model for Application to the Meriden Guidance Department; (4) Application of the Model to the Guidance Department. Phases 1-3 above were completed during the 2-week period of the institute. Phase 4, the application, was carried on with the beginning of school in the fall, with completion by late October or early November.

EVALUATION DESIGN:

Objective 1:

Each participant completed an evaluative questionnaire as to the value of the institute. The consultant also evaluated the significance of the series.

Objective 2:

A description of the evaluation model was prepared for distribution throughout the guidance department.

Objective 3:

With the opening of school in September, a series of inservice workshops were carried on for the guidance staff, under the supervision and direction of the participants of the summer institute. The evaluative instruments were distributed and data tabulated during October. An evaluation report was completed for distribution to the Board of Education, the Superintendent, members of the institute, and the guidance department.

DISSEMINATION PLAN:

Numerous copies of the evaluation model were forwarded to other school systems when requested.

PROGRESS TOWARD ADOPTION:

The evaluation plan has been adopted by the Guidance Department as part of total implementation of a PPBES system in the Meriden schools.

Date completed or reviewed 5/6/74 Completed by: L. Tiven Phone: (203) 238-2611

LEA: MERIDEN

PROJECT: A PROGRAM TO EVALUATE AND STRENGTHEN GUIDANCE SERVICES

CODE NO: 050 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 050-001
Project Evaluation Report	TT 050-004
On Site Evaluation Report	TT 050-006

Local Educational Agency: Meriden Board of Education

Address: City Hall, Meriden, Conn.

Project Director: Salvatore Polio

U. S. O. E. or State Project Number

68-6049

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: RAVE (Regional Audio Visual Education)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/25/68	6/30/69	$37,459.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/69

Projected Title III funding for total project period: $37,459.

TARGET POPULATION: This project was designed to assist the instructional program serving the 31,000 pupils in the project area. The school systems served are Meriden, Cheshire, Southington, and Wallingford (Wolcott has been added by consent of the other towns as an equal partner in the project).

MAJOR OBJECTIVES:

1. Establish a centralized facility for the programming, production, and distribution, of video tape and other audiovisual material and equipment.
2. To build, through joint purchasing, a film and materials library.
3. To share technical services required by the equipment.
4. To tie in with the METRO Area Resources Center and its facilities and expertise
5. To provide cooperative efforts of the planning committee and other staff for instructor and in-service training.

ACTIVITIES:

1. Established a cooperative materials library for instructional purposes.
2. Established a reliable repair service for AV equipment with a reliable system for pickup and return directly with the schools.
3. Established procedures for utilization of the METRO library of materials.
4. Established a center for the preparation of videotapes for use in the project area.

Project Title: RAVE (Regional Audio Visual Education)	U. S. O. E. or 68-6049 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

1. An appraisal of the planning effort in terms of design, economy and efficiency in both the establishment and operation of the total stationary and mobile facilities.
2. Evaluation of the specific material components and personnel employed.
3. Evaluation instruments are primarily of a record-keeping nature.

FINDINGS TO DATE:

RAVE has achieved its objectives in the area of a cooperative film library and a regionally operated repair service. It has been extremely valuable in reducing repair expenditures and increasing availability of instructional resources.

DISSEMINATION PLAN:

Information concerning the project was disseminated as follows:

1. publication of library resource catalogue
2. periodic newsletter for staff awareness
3. use of all news media to increase public awareness
4. conferences, meetings, workshops

PROGRESS TOWARD ADOPTION:

During the first year of operation, the participating towns contributed 25¢/pupil toward the budgeted expenses. Federal support terminated at the end of the first year and the towns contributed a fee of $1.00/pupil to continue in operation at a reduced level of expenditure. The reduction was the elimination of television and videotape services. Since 1969 the project has continued in operation at that fee schedule and was expanded to include the town of Wolcott. The new schedule approved for 1974-75 will be $1.12/pupil. The cooperation shown in this project has generated approval of a new Title III project for Cable Television which has been funded for 1973-74, a planning year.

Date completed or reviewed 5/4/74 Completed by: J. Marriot Phone: (203) 265-2831

LEA: MERIDEN

PROJECT: RAVE

CODE NO: 051 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 051-001

Local Educational Agency: Middletown Board of Education

Address: 310 Hunting Hill Ave.
Middletown, Conn.

Project Director: Charles Herrick

U. S. O. E. or State Project Number

67-03317-0

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing Imaginative and Superior Curriculum to Upgrade the Social Sciences (DISCUSS)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/27/67	8/31/68	$107,700.	
Cont.	9/16/68	6/30/69	$127,771.	
Cont.	7/1/69	6/30/70	60,000.	
TOTAL				

Proposed Termination Date 6/30/70

Projected Title III funding for total project period: $295,471.

TARGET POPULATION: Pupils in grades K-12, in 8 area school systems through teacher development.

MAJOR OBJECTIVES:

1. To enlist the cooperation of professional resource groups in the improvement of social studies instruction.
2. To introduce into area schools nationally recognized programs and new materials developed by the project staff.
3. To improve teacher competency through workshops, observations, and consultation.
4. To oversee the implementation of pilot programs in various area schools for demonstration purposes.

ACTIVITIES:

The project staff brought together specialists from Wesleyan University, American Education Publications (Xerox) and area social studies teachers, to review and valuate exemplary instructional programs and to create new units based upon underlying social science concepts. Extensive workshop training was provided for area teachers and several pilot programs were introduced and monitored.

Project Title: DISCUSS	U. S. O. E. or 67-03317-0 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Questionnaires, rating sheets, and process analysis techniques were used to evaluate participation by teachers, acceptance of new approaches/materials, quality of materials generated, and interdistrict cooperation.

FINDINGS TO DATE:

-Much of the instructional materials created was received with enthusiasm.
-Most pilot programs were well accepted and implemented.
-The teacher training efforts resulted in improved attitudes toward an increased interest in social science education.

DISSEMINATION PLAN:

Regular area newsletters, teaching demonstrations, and extensive distribution of instructional materials and media.

PROGRESS TOWARD ADOPTION:

Although the centralized project center and staff were disbanded, instructional programs and curriculum materials developed continue in wide use.

Date completed or reviewed 3/15/74 Completed by: R. Richards Phone: (203) 566-5287

LEA: MIDDLETOWN

PROJECT: DEVELOPING IMAGINATIVE AND SUPERIOR CURRICULUM TO UPGRADE THE SOCIAL SCIENCES (DISCUSS)

CODE NO: 052 (11 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 052-001
Continuation Proposal	TT 052-002 + addendum
Continuation Proposal	TT 052-003
Project Evaluation Report	TT 052-004
Project Evaluation Report	TT 052-005
Project Evaluation Report	TT 052-006
End of Project Report	TT 052-007

Local Educational Agency: Middletown Board of Education **Address:** 310 Hunting Hill Avenue, Middletown, Conn. 06457 **Project Director:** Vincent Loffredo	**U. S. O. E. or State Project Number** 16-71-1011

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: School Within A School (SWAS)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/70	6/71	$42,250.	$52,250.
Cont.	7/71	6/72	$81,705.	$96,705.
Cont.	7/72	6/73	$63,875.	$93,875.
	7/73	6/74	$43,420.	$93,420.
TOTAL			$231,250.	$336,250.

Proposed Termination Date June, 1974

Projected Title III funding for total project period: $231,250.

TARGET POPULATION: 100 students within a traditional high school

MAJOR OBJECTIVES: To provide students with an alternative program which will:

1. stimulate individual responsibility and motivation.
2. provide studies relevant to student interests and needs.
3. create a more personal, community spirit between staff and students.
4. be a model for change in the regular school program.

ACTIVITIES: A modified schedule was developed on a 4-quarter basis during which students elect from a wide range of courses. An advisor system was implemented with each staff member assigned 15 to 20 students for guidance. Core activities are designed cooperatively by students and staff to develop community spirit. Governance a shared responsibility among staff and students. Wherever possible, activities are integrated with the regular school program.

Project Title: School Within A School (SWAS)	U. S. O. E. or 16-71-1011 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Written evaluations of each student's performance, personal growth, and motivation at the end of each quarter. Questionnaires and discussions are used to elicit students' appraisal of courses offered, organizational operations, and program effectiveness.

FINDINGS TO DATE: With few exceptions, students have been very favorable in their evaluations of S.W.A.S. Likewise, performance data shows pattern of individual growth and increased motivation. Those desiring have no difficulty in meeting admission requirements at highly selective colleges.

DISSEMINATION PLAN: Newsletters; visitations; news releases, faculty exchange.

PROGRESS TOWARD ADOPTION: There has been increasing local support--financial and otherwise. In the 1973-74 year, the Middletown Board of Education is providing more than half of the support needed as S.W.A.S. functions as an integral unit within the new Middletown High School facility.

Date completed or reviewed 2/25/74 Completed by: Vincent Loffredo Phone: (203) 347-8571 Ext. 28

LEA: MIDDLETOWN

PROJECT: SCHOOL WITHIN A SCHOOL (SWAS)

CODE NO: 053 (6 microfiche)

Documents	Identification Number
Planning Proposal	TT 053-000
Initial Operational Proposal	TT 053-001
Continuation Proposal	TT 053-002
Continuation Proposal	TT 053-003
Project Evaluation Report	TT 053-004
Project Evaluation Report	TT 053-005
On Site Evaluation Report	TT 053-007
On Site Evaluation Report	TT 053-008

Local Educational Agency: Monroe Board of Education

Address: Monroe Turnpike, Monroe, Conn. 06468

Project Director: Lorraine Short

U. S. O. E. or State Project Number: 16-73-1023

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Monroe Builds Communications

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$24,400.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date: 6/30/76

Projected Title III funding for total project period: $60,000.

TARGET POPULATION: Primarily youth of the community (especially high school population) and their families.

MAJOR OBJECTIVES:

1. To identify needs of the youth of the community and to communicate those needs to the school system and civic organizations.
2. To help develop clearer understanding of self and values among the youth.
3. To increase communication and decision-making skills among youth.
4. To increase level of meaningful communication between youth, teachers, parents, and other adults.

ACTIVITIES:

1. Human relations groups within which youth and adults explore themselves and one another in terms of values, etc.
2. Individual counselling and family counselling.
3. Community workshops on drug information and other value and decision-making issues for youth and families.
4. Workshops for teachers on same topics.

Project Title: Monroe Builds Communications	U. S. O. E. or State Project Number 16-73-1023

ACTIVITIES (Cont.):

5. Presentations to community organizations re: the program itself and its aims and its impressions.

EVALUATION DESIGN:

1. Self-evaluation by group members of their own development during period of group attendance.
2. Evaluation of counselor and sessions by individual counselors.
3. Estimation of helpfulness of contact with the program by parents and teachers.
4. Statements of evaluation by school administrators.

FINDINGS TO DATE:

Group members, individual counselors, and families of program participants reported strongly positive effects of participation on tolerance of others and communication skills. Teachers found the program helpful - however, most teachers were indifferent to the program and resisted efforts at collection of evaluations. Participants in community workshops reported strongly positive impressions of their involvement.

DISSEMINATION PLAN:

Report to Monroe Board of Education and to each organization which is represented on the advisory council.
Report to community through news reports in local papers.

PROGRESS TOWARD ADOPTION:

No commitment on local level for funds. Several sources of funds have been contacted by the Board of Education which seems to be strongly supportive as indicated by their endorsement of year 2 application. Responses from funding sources have not yet been received.

Date completed or reviewed 5/29/74 Completed by: Lorraine Short Phone: (208) 268-6201 Ext. 6

LEA: MONROE

PROJECT: MONROE BUILDS COMMUNICATIONS

CODE NO: 054 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 054-001

Local Educational Agency: New Britain Board of Education

Address: 27 Hillside Place, New Britain, Conn.

Project Director: Richard Jackson

U. S. O. E. or State Project Number: 67-3937-0

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: The Learning Center

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/26/67	6/27/68	$153,340.	$153,340.
Cont.	7/1/68	6/30/69	$168,720.	$168,720.
Cont.				
TOTAL				

Proposed Termination Date: 6/30/69

Projected Title III funding for total project period: $322,060.

TARGET POPULATION: The project served 30 handicapped pupils of elementary school age exhibiting a range of social/emotional disabilities. They were initially screened and referred by the 6 participating school districts.

MAJOR OBJECTIVES:

1. To provide assessment and remediation procedures for students with learning disabilities, due to neurological and behavioral dysfunctions.
2. To develop specific learning prescriptions for individual students.
3. To provide inservice training for teachers.

ACTIVITIES:

Pupils accepted by the Center for further diagnosis attended a "prescription class" for two weeks for determination of child's status, his needs, and an educational prescription. Those in need of intensive programs not provided by the referring school continued in Center program with the goal of ultimate return to regular classroom with supportive services continued. Others returned to their own schools with a prescription to their principals recommending a program to be followed. Teachers

Project Title: The Learning Center	U. S. O. E. or 67-3937-0 State Project Number

ACTIVITIES (Cont.):

from the participating schools were trained at the Center to ena le them to implement prescriptions with their students.

EVALUATION DESIGN: Application of cognitive and non-cognitive measures during diagnostic phase and periodically during intervention program. Pre and post-testing comparisons.

FINDINGS TO DATE: Due to frictions within the project, the full evaluation design was not implemented. A less formal study of participant reactions revealed a number of positive outcomes in terms of teacher response and parent opinion.

DISSEMINATION PLAN: The dissemination services, i.e., newsletter and conferences, provided by an area education service center were utilized by the project.

PROGRESS TOWARD ADOPTION: While the project made some impact on the communities' special education services, the centralized diagnostic and training programs were not continued through local funding.

Date completed or reviewed 3/17/74 Completed by: R. Richards Phone: (203) 566-5287

LEA: NEW BRITAIN

PROJECT: THE LEARNING CENTER

CODE NO: 055 (4 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 055-001
Continuation Proposal	TT 055-002
Project Evaluation Report	TT 055-005

Local Educational Agency: New Haven Board of Education

Address: 200 Orange St., New Haven, Conn.

Project Director: Joan L. Avitabile

U. S. O. E. or State Project Number: 16-71-1010

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Creativity In The Classroom

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/70	6/71	$98,114.	
Cont.	7/71	6/72	74,420.	
Cont.	7/72	6/73	51,875.	
TOTAL				

Proposed Termination Date June, 1973

Projected Title III funding for total project period: $224,409.

TARGET POPULATION: Teachers - urban schools, grades 2-8 (New Haven and Bridgeport.

Small group - paraprofessionals, administrators, parents.
Small group - suburban teachers (Orange, Woodbridge, Branford).

MAJOR OBJECTIVES:

1. Participants will interact with their students in (a) a mutually reinforcing manner; (b) with dialogue which will further students learning process; (c) to establish a positive teacher-student relationship.
2. Participants will employ a greater number of different teaching techniques which will be applicable to the content areas.
3. Participants will identify individual difference among their students and make adaptions to individual needs.
4. Each system will be left with a cadre of trained leaders to continue the work.

ACTIVITIES: One week initial training workshop (Mon.-Fri. 10:00-4:00).
Monthly week-end follow-up sessions.
Follow-up supportive visits to classrooms.
Film making and photography workshops.
Guest speakers.
Task group meetings.

Project Title: Creativity in the Classroom	U. S. O. E. or 16-71-1010 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Teacher self-rating attitude scale.
Teacher questionnaire.
Data collected from classroom observations.
Week-end workshop evaluation sheets.
1972-73 Pilot study - Creativity - Torrence Test of Creativity.
1971-72 Pilot study - Student discipline as determined by Discipline Referral Cards, suspentions, modified day.

FINDINGS TO DATE:

1. Participants felt strongly that the project objectives were met most satisfactorily. This was supported by the data collected from the classroom observation sheet.
2. The "Creativity" study proved to be extremely positive with a growth of six standard deviations reported.
3. The "Discipline" study yielded excellent results with a 85% drop in discipline referrals and a 90+% reduction in suspentions.

DISSEMINATION PLAN:

1. Compendium of activities and their uses developed by participants.
2. Dissemination through the Title III Validation program.
3. Participants trained as leaders were released from regular duties to conduct demonstration workshops in the Greater New Haven and Bridgeport areas.

PROGRESS TOWARD ADOPTION:

Both systems have adopted the program in that provisions have been made to allow the trained leaders to work with other teachers in their system by
a. in-service programs (for in-service credit)
b. creating the position of resource person for the Creative Arts
c. releasing trained people from their regular duties to conduct demonstration workshops within the system.

Date completed or reviewed 4/21/74 Completed by: Joan Avitabile Phone: (203) 562-0151 ext. 1315

LEA: NEW HAVEN

PROJECT: CREATIVITY IN THE CLASSROOM

CODE NO: 056 (5 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 056-001
Continuation Proposal	TT 056-002
Continuation Proposal	TT 056-003
Project Evaluation Report	TT 056-004
Project Evaluation Report	TT 056-005
Project Evaluation Report	TT 056-006
Special Study of Project Effects	TT 056-007
On Site Evaluation Report	TT 056-008

Local Educational Agency: New Haven Board of Education Address: 200 Orange Street, New Haven, Conn. Project Director: Samuel Nash	U. S. O. E. or State Project Number 71-0-7283-0

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Organization of Community and School Staff for Restructuring the School System

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$135,695.	
Cont.	7/1/73	6/30/74	$137,458.	
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $403,000.

TARGET POPULATION: The Community Planning Council on Educational Alternatives (CPCEA) is a federally funded Title III organization made up of citywide representation of parents, students, teachers and administrators from The New Haven Public School System. There are also two paid staff members. The voting representatives and the executive committee of CPCEA are elected from School-Community Councils. High School in the Community, a spin-off program, serves 280 students.

MAJOR OBJECTIVES: CPCEA is committed to informing the community about existing alternative educational programs, as well as to encouraging the formation of new ones. The CPCEA seeks to provide a framework for the community to work cooperatively toward solutions for many school problems. CPCEA is a cooperative venture between "the community" and "the school system." The objectives of High School in the Community are:

1. To provide intensive, flexible and responsive guidance for each student, and thereby develop with him an educational program tailored to his individual needs and interests.
2. To encourage the student to make responsible dicisions concerning his life-goals and the program needed to reach them.
3. To make available to students the vast educational resources inherent in the commercial, cultural and social institutions of New Haven.

ACTIVITIES: The Community Planning Council on Educational Alternatives is a function of the New Haven Board of Education and has been in operation for several years. CPCEA maintains a resource center of information covering a wide range of materials on educational alternatives and innovative educational programs. It has coordinated workshops on various topics of interest to parents, students, teachers and administrators, and offers use of its Media Center of video tape machine, video tapes, tape recorder and micro-fiche reader. The High School in the Community (HSC) offers a flexible program tailored to student interests and needs. For example, three students and a teacher

Project Title: Organization of Community and School Staff for Restructuring the School System.	U. S. O. E. or State Project Number: 71-0-7283-0

ACTIVITIES (Cont.):
interested in legal problems could develop a course, take field trips, and build connections with relevant agencies in the community. Likewise, businesses, factories, museums, and public agencies provide the settings for diverse and practical learning supplemented by in-class study.

EVALUATION DESIGN: The evaluation design, developed cooperatively by CPCEA and the Educational Research Service, includes product and managerial process objectives. The most significant general indicator of High School in the Community success is the desire of the vast majority of its students--and their parents--to continue association with the program. That desire demonstrates that the program is sufficiently different from the regular high school to provide, for a specific group of students, an educational experience that they regard as sounder and of higher quality. In addition, H.S.C. students are measured on performance tests, attendance, college and technical school admissions, drop-out rates, participation, etc.

FINDINGS TO DATE: Full evaluation is now in process. Cluster programs were successfully conducted. Much material in alternative collected and disseminated. Cooperative survey now in progress. Draft submitted to superintendent and cabinet. H.S.C. has been able to achieve or perform in the following areas with a success level either equal to or greater than that of the other high schools: academic achievement, student affiliation, SAT's, post high school education, creative utilization of staff, decision making and management, and support for H.S.C. amongst students, parents and staff.

DISSEMINATION PLAN: The organization serves as a resource center for information concerning a wide range of materials on educational alternatives and innovative educational programs. Members of the organization are involved in activities such as workshops, classroom and school observations; and attending various educational conferences both locally and nationally.

PROGRESS TOWARD ADOPTION: Draft of policy on options in process of review. Establishment by Superintendent of a Task Force on Institutionalizing Innovations. During the past four years H.S.C. has developed into a viable and well-defined component within the New Haven public school system. There are 400 students, either returning or applying for participation in 1974-75. The question is not whether H.S.C. will be adopted but in what form for the future.

Date completed or reviewed 6/25/74 Completed by: Samuel Nash Phone: (203) 562-0151 Ext. 1328

LEA: NEW HAVEN

PROJECT: ORGANIZATION OF COMMUNITY AND SCHOOL STAFF FOR RESTRUCTURING THE SCHOOL SYSTEM

CODE NO: 057 (19 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 057-001
Continuation Proposal	TT 057-002
Continuation Proposal	TT 057-003
Continuation Proposal	TT 057-004
Project Evaluation Report	TT 057-005
Project Evaluation Report	TT 057-006

Local Educational Agency: New Haven Board of Education **Address:** 200 Orange St., New Haven, Conn. **Project Director:** David Robbins	**U. S. O. E. or State Project Number** 67-04415-0

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project CREATE

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/25/67	6/26/68	$169,563.	
Cont.	7/1/68	6/30/69	$211,162.	
Cont.	7/1/69	6/30/70	$ 75,000.	
TOTAL				

Proposed Termination Date 6/30/70

Projected Title III funding for total project period: $455,725.

TARGET POPULATION:

The project served over 4,000 pupils mostly in the elementary grades in 9 diverse school systems across the state. Also some 250 teachers participated in in-service training programs.

MAJOR OBJECTIVES:

1. To intensify and diversify the child's experiences in the arts.
2. To enhance the child's ability to communicate and express himself through creative endeavors.
3. To provide children with a standard of excellence in artistic expression.
4. To stimulate among cultural organizations a desire for improving arts programs within the state's schools.

ACTIVITIES:

With the assistance of the State Commission on the Arts, the talents of professional artists were enlisted to provide encouragement and guidance to in-school arts projects incorporating music, graphics, dance, theater, and photography. Certain talented individuals were appointed as school-level coordinators as well as serving as workshop leaders and consultants. The application of the arts in a range of curricular areas was stressed as was

Project Title: Project CREATE	U. S. O. E. or 67-04415-0 State Project Number

ACTIVITIES (Cont.):

the initiation of projects by the students themselves.

EVALUATION DESIGN:

The areas of evaluation were the contents of the project, the organization of the project, and the relation of the project to the schools. Evaluation methods included interviews, observations, student responses, records of meetings, and examples of student creative output.

FINDINGS TO DATE:

1. The artist-participants won acceptance from teachers and pupils and were successful in revitalizing school art efforts.
2. Pupils responded enthusiastically to the new opportunities provided and demonstrated much original talent and creativity.
3. Teachers exhibited openness to new ideas and willingness to try out new skills acquired.

DISSEMINATION PLAN:

Dissemination was accomplished through news releases, open houses, student performances/exhibits and regular staff meetings.

PROGRESS TOWARD ADOPTION:

Although the central project staff has not been maintained, the concepts and activities promoted have been incorporated into the programs of the participating schools. In addition, the State Arts Commission has created a continuing artist-in-residence support program available to districts across the state. Thus, the concepts demonstrated have been perpetuated.

Date completed or reviewed 5/20/74 Completed by: R. Richards Phone: (203) 566-5287

LEA: NEW HAVEN

PROJECT: PROJECT CREATE

CODE NO: 058 (8 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 058-001 + addendum
Continuation Proposal	TT 058-002
Continuation Proposal	TT 058-003
Project Evaluation Report	TT 058-004
Project Evaluation Report	TT 058-005
On Site Evaluation Report	TT 058-006
On Site Evaluation Report	TT 058-007

Local Educational Agency: New Haven Board of Education

Address: 200 Orange St., New Haven, Conn.

Project Director: Philip Rourke

U. S. O. E. or State Project Number

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: U.S.Grant Foundation Summer School

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/28/68	6/30/69	$51,590.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date June 30, 1969

Projected Title III funding for total project period: $51,590.

TARGET POPULATION:

Approximately 200 inner-city pupils from grades 1-12

MAJOR OBJECTIVES:

1. To provide supplementary education and enrichment activities for inner-city boys.
2. To develop student awareness of higher education opportunities.
3. To increase dialogue between foundation teaching staff and New Haven teachers.

ACTIVITIES:

Summer sessions were conducted on the campus of Yale University. Teaching staff was drawn from college student population and regular New Haven teachers. Small group and individual instruction was provided with ratio of six students to a teacher-advisor. Academic program during the morning and enrichment/recreation program in the afternoon including arts, field trips, and sports.

Project Title: U.S.Grant Foundation Summer School	U. S. O. E. or State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Pre and post-testing in reading and general achievement. Teacher evaluation of progress during summer session. Success record in placing students in post-high school institutions.

FINDINGS TO DATE:

-Students maintain or increase level of achievement in proportion to their age levels.
-Over summer period considerable progress in reading and math.
-Nine students admitted to college in Fall 1968.

DISSEMINATION PLAN:

Parent conferences, news releases, and annual report distribution.

PROGRESS TOWARD ADOPTION:

Program has been continued under private funding sources.

Date completed or reviewed 5/8/74 Completed by: R. Richards Phone: (203) 566-5287

LEA: NEW HAVEN

PROJECT: U. S. GRANT FOUNDATION SUMMER SCHOOL

CODE NO: 059 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 059-001
Project Evaluation Report	TT 059-004

Local Educational Agency: New London Board of Education **Address:** 134 Williams St., New London, Conn. **Project Director:** Louis Gardner	**U. S. O. E. or State Project Number** 68-05282-0

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: General Advancement Program (GAP)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/15/68	6/14/69	$37,378.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/14/69

Projected Title III funding for total project period: $37,378.

TARGET POPULATION:

The segment of the high school population enrolled in the general curriculum in the New London area schools.

MAJOR OBJECTIVES:

1. To describe the characteristics of the general curriculum students.
2. To develop a more personalized curriculum for this group.
3. To improve the instructional program for this group.
4. To assess the employment demands for unskilled and semi-skilled workers.

ACTIVITIES:

A random sample of 9th grade general students in the area high schools was studied in terms of measured ability, achievement, vocational interests, personality, attendance, teacher ratings and counselor ratings.

A concurrent study of the content and quality of the general curriculum in the area high schools was made. A comparison of the vocational skills needed

Project Title: General Advancement Program	U. S. O. E. or 68-05282-0 State Project Number

ACTIVITIES (Cont.):

in the area with the educational programs offered was made.

EVALUATION DESIGN:

The design was to test a number of hypotheses about the general student population and its performance against data collected by the study activities.

FINDINGS TO DATE:

A number of achievement-related characteristics were found to differentiate the general student from non-general student populations. Nine implications for improving the school program are drawn from the analysis.

DISSEMINATION PLAN:

Periodic progress reports made to representatives of the area schools; summary report prepared and distributed in the area.

PROGRESS TOWARD ADOPTION:

The extent and/or degree to which the findings and recommendations have been implemented has not been determined.

Date completed or reviewed 4-26-74 Completed by: R. Richards Phone: (208) 566-5287

LEA: NEW LONDON

PROJECT: GENERAL ADVANCEMENT PROGRAM (GAP)

CODE NO: 060 (5 microffche)

Documents	Identification Number
Initial Operational Proposal	TT 060-001
Project Evaluation Report	TT 060-004

Local Educational Agency: North Haven Board of Education **Address:** 1151 Hartford Turnpike, North Haven, Conn. **Project Director:** Peter C. Young	**U. S. O. E. or State Project Number** 16-70-1001

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Area Cooperative Educational Services (ACES)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/70	6/71	$243,000.	
Cont.	7/71	6/72	$294,970.	
Cont.	7/72	6/73	$206,000.	
TOTAL			$743,970.	

Proposed Termination Date June 30, 1973

Projected Title III funding for total project period: $743,970.

TARGET POPULATION: The school districts of the Greater New Haven area, specifically: Branford, North Branford, Wallingford, North Haven, East Haven, Cheshire, Hamden, New Haven, West Haven, Orange, Bethany, Woodbridge, Ansonia, Seymour, Oxford, Derby and Milford.

MAJOR OBJECTIVES: To secure and share services that can more effectively and efficiently be provided regionally than by local districts operating individually.

ACTIVITIES: Special Education classes established for over 200 students.
Film library of 1,000 titles. Over 800 inservice training events held.
A high school for the highly talented in the Arts.
Cooperative purchasing of school supplies.
Information Services Center.

283

Project Title: Area Cooperative Educational Services (ACES)	U. S. O. E. or State Project Number 16-70-1001

ACTIVITIES (Cont.):

EVALUATION DESIGN: Evaluation was conducted by individual program activity. The design in each case reflected the objectives for that particular division and the processes utilized in meeting said objective.

FINDINGS TO DATE: There is a good degree of regional cooperation seen in this program. Local Boards of Education have come to appreciate the advantages of cooperative programming and are willing to financially support these efforts after Federal funding ceases.

DISSEMINATION PLAN: Numbers of brochures were printed. Meetings were held with local officials. Numerous visitors were entertained.

PROGRESS TOWARD ADOPTION: It is heartening to note that all programs initiated under the Title III funding have been continued into this year. It would appear that this situation will continue for the coming year. This demonstrates strong local support and excellent adoption.

Date completed or reviewed 4/19/74 Completed by: Peter C. Young Phone: (203) 562-9967

LEA: NORTH HAVEN

PROJECT: AREA COOPERATIVE EDUCATIONAL SERVICES (ACES)

CODE NO: 061 (8 microfiche)

Documents	Identification Number
Planning Proposal	TT 061-000
Initial Operational Proposal	TT 061-001
Continuation Proposal	TT 061-002
Continuation Proposal	TT 061-003
Project Evaluation Report	TT 061-005
Project Evaluation Report	TT 061-006
End of Project Report	TT 061-007

Local Educational Agency: Norwalk Board of Education **Address:** 105 Main St., Norwalk, Conn. 06852 **Project Director:** Anthony Brackett	**U. S. O. E. or State Project Number** 68-5166

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: School Progress Reaches Each District (SPRED)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	3/68	3/69	$296,044.	
Cont.	3/69	3/70	164,487.	
Cont.	3/70	3/71	182,122.	
TOTAL				

Proposed Termination Date 3/71

Projected Title III funding for total project period: $642,653.

TARGET POPULATION: Public school pupils in 17 school systems of Southern Fairfield County together with pupils enrolled in the Diocesan schools and in the independent schools. The total population was 168,000.

MAJOR OBJECTIVES: To develop innovative and exemplary activities in education in Southern Fairfield County through interdistrict cooperation.

ACTIVITIES:

1. To hold workshops and conferences for administrative and supervisory personnel and to some extent classroom teachers.
2. To conduct demonstration activities.
3. To assist school systems in launching activities by providing specific services.

Project Title: SPRED	U. S. O. E. or 68-5166 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

1. Outside consultant used: Dunlap and Associates
2. Self-evaluation for individual projects by participants.

FINDINGS TO DATE:

1. Cooperative activity among school systems has been increased in that a number of activities are now conducted on a regional basis.
2. School systems had the opportunity to explore new procedures with limited financial involvement and limited threat. After a trial period the procedure could be accepted or discarded without the danger of violating a vested interest within the school system.

DISSEMINATION PLAN: A Newsletter was published from the inception of the project on a twice monthly basis (the Newsletter was continued after the close of the Federal fudning on a monthly basis). Regular news releases were issued. Demonstration meetings were organized to show how available services were carried out.

PROGRESS TOWARD ADOPTION: Since the end of the Title III funding period SPRED has been maintained as a service center under the "Inter-district Committee" concept of Section 158b, c, of the Connecticut Statutes. Fees are charged for services rendered with an assessment to each activity on the basis of income produced by each activity.

Date completed or reviewed 3-27-74 Completed by: Anthony Brackett Phone: (203) 762-5518

LEA: NORWALK

PROJECT: SCHOOL PROGRESS REACHES EACH DISTRICT (SPRED)

CODE NO: 062 (14 microfiche)

Documents	Identification Number
Planning Proposal	TT 062-000 I & II
Initial Operational Proposal	TT 062-001
Continuation Proposal	TT 062-002
Continuation Proposal	TT 062-003
Project Evaluation Report	TT 062-004
Project Evaluation Report	TT 062-005
Project Evaluation Report	TT 062-006
On Site Evaluation Report	TT 062-007
On Site Evaluation Report	TT 062-008
On Site Evaluation Report	TT 062-009

Local Educational Agency: Old Saybrook Board of Education **Address:** Old Saybrock, Conn. **Project Director:** Francis D. Robinson	**U. S. O. E. or State Project Number** 67-2961

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project LEARN

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/67	6/68	$208,784.	$216,904.
Cont.	7/68	6/69	$274,968.	$316,365.
Cont.	7/69	6/70	$125,000.	$190,966.
TOTAL			$608,752.	$724,235.

Proposed Termination Date 6/70

Projected Title III funding for total project period: $608,752.

TARGET POPULATION: Students K-12 and school personnel in shoreline area of the state.

MAJOR OBJECTIVES:

1. To supplement and enrich existing school curricula.
2. To provide teacher training opportunities.
3. To provide performing arts and cultural programs.
4. To inaugurate demonstration and pilot projects.
5. To stimulate creativity and innovation in education.
6. To create cultural and educational links with the community-at-large.

ACTIVITIES: A range of services have been offered to participating school systems, including circulating media holdings, workshops in many subject fields, curriculum development projects, shared consultative services, cultural and artistic programs and special education resources and instruction.

Project Title: Project LEARN	U. S. O. E. or 67-2961 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: A variety of evaluation approaches were applied, including participants' questionnaires, media rating scales, incidence of participation/usage, and financial support.

FINDINGS TO DATE: In general, the programs and services offered by LEARN have been well received by its clientele. This is demonstrated by evaluation evidence and by the tangible financial commitment by participants.

DISSEMINATION PLAN: Newsletter, open houses, speaking engagements, news releases, brochures and catalogs.

PROGRESS TOWARD ADOPTION: A number of programs begun as pilot efforts under Title III support have become integral to the area's education. LEARN, as a bonafide area educational services center, continues to operate under stable local support.

Date completed or reviewed 4/15/74 Completed by: F. Robinson Phone: (208) 245-1301

LEA: OLD SAYBROOK

PROJECT: LONG-RANGE EDUCATIONAL ASSISTANCE FOR REGIONAL NEEDS (LEARN)

CODE NO: 063 (13 microfiche)

Documents	Identification Number
Planning Proposal	TT 063-000
Initial Operational Proposal	TT 063-001
Continuation Proposal	TT 063-002
Continuation Proposal	TT 063-003
Project Evaluation Report	TT 063-004
Project Evaluation Report	TT 063-005

Local Educational Agency: Plainville Board of Education	U. S. O. E. or State Project Number
Address: 47 Walnut Street, Plainville, Conn. 06062	16-72-1027
Project Director: Robert W. Gilligan	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Orientation and Curriculum Redesign

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$16,300.	$26,600.
Cont.	7/1/73	6/30/74	$13,300.	$23,800.
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $42,000.

TARGET POPULATION: All of the elementary students in Plainville Public Schools; administrators; teachers; and residents of the community.

MAJOR OBJECTIVES:

1. To establish a career education advisory committee. It will consist of representatives from business, industry, labor, education, and the home. Educators will work in conjunction with the advisory committee to formulate plans for development of the program.
2. To plan and develop a comprehensive, integrated, career education program for Trask elementary school.
3. To re-orient personnel, curriculum methodology and strategy to reflect a program of career education on the elementary school level.
4. To field test and disseminate information concerning the project.

ACTIVITIES: An advisory committee has been formed and meets on a monthly basis during the school year. A workshop in cooperation with the Division of Technology at ntral Connecticut State College was given to thirty participants. Activities were signed to orient the teachers to career education and the cluster concept of grouping careers, to identify career implications of their particular disciplines and to develop a model curriculum guide for grades K-6. Field testing of curriculum materials, field trips to area businesses and industries and industrial arts project using hand tools

198

Project Title: Career Orientation and Curriculum Redesign	U. S. O. E. or State Project Number 16-72-1027

ACTIVITIES (Cont.):

are a few of the activities being tried with students.

EVALUATION DESIGN: Evaluation will be a continual process as to methodology and reception by the students for a determination of meeting project objectives.

Objectives in the curriculum guide were started in behavioral terms and will be evaluated by each teacher.

A survey developed by the teachers will be used in September and June of each year to measure student attitudes.

FINDINGS TO DATE: The first two years of the program have produced the following results: a highly successful advisory committee, a teacher workshop which accomplished an orientation of personnel and the development of curriculum guidelines for grade levels K-6, trial testing and revision of the curriculum materials developed, industrial arts activities integrated with the subject areas taught, numerous trips to area businesses and industries, greater parental involvement in the school, and a greater interest and involvement in the learning experience by the students.

DISSEMINATION PLAN: Information about project activities is being made available to all the medias in the surrounding area. The director and his staff have presented the program to many groups and have had various educators from all over Connecticut visit the program. The curriculum guide will be dissiminated to interested parties after June, 1974.

PROGRESS TOWARD ADOPTION: For the first two years the project has been contained in one elementary school. During the third year the director will begin working with the teaching staffs of the four remaining elementary schools in Plainville on the adoption of the curriculum model developed by the workshop participants. In the school year 1975-76, this will become an established Board of Education Program.

Date completed or reviewed 5/5/74 Completed by: Robert Gilligan Phone: (203) 747-5544

LEA: PLAINVILLE

PROJECT: CAREER ORIENTATION AND CURRICULUM REDESIGN

CODE NO: 064 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 064-001
Continuation Proposal	TT 064-002
Project Evaluation Report	TT 064-004
On Site Evaluation Report	TT 064-006

Local Educational Agency: Board of Education Regional District No. 7 **Address:** Winsted, Conn. 06098 **Project Director:** Steven Mogel	**U. S. O. E. or State Project Number** 66-2098

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Regional Pupil Services Teamwork Approach

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/66	6/67	$156,777.	
Cont.	6/67	8/68	$150,577.	
Cont.	9/68	6/69	$109,451.	
TOTAL			$416,805.	

Proposed Termination Date June 30, 1969 **Projected Title III funding for total project period:** $416,805.

TARGET POPULATION: Handicapped pupils, grades 1-8. The majority of the pupils lived in locations classed as rural non-farm by the United States Department of Commerce, and a large segment of Winchester's population lived in the City of Winsted. Towns of Barkhamsted, Colebrook, Hartland, New Hartford, Norfolk and Winchester.

MAJOR OBJECTIVES: To provide guidance, counseling, psychological, speech and hearing, social work, remedial instruction and consultant psychiatric services for children who were academically, emotionally, socially, or culturally handicapped.

To identify existing problems and specify the limits of the problems found. Provide an opportunity for greater awareness on the part of all teachers involved of the significance of children's behavior.

ACTIVITIES: The project consisted of the coordination of pupil services to attack the problems which beset approximately 20% of the children in school today. Regional pupil services for pupils in difficulty through interdisciplinary diagnosis and prescription, teacher training, consultation and supportive services to the school systems. A central staff of specialists was established who shared responsibility for diagnostic work and area consultation and training.

Project Title: A Regional Pupil Services Teamwork Approach	U. S. O. E. or 66-2098 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Individual pupil diagnostic, treatment, and progress records; incidence analysis of referrals and participation; participant testimony and appraisal of services rendered.

FINDINGS TO DATE: Positive pupil outcomes where there was adequate implementation and follow-up by the referring school personnel. Good response by participating teachers to workshop training programs. Spotty impact on total area special education.

DISSEMINATION PLAN: Newsletter; speaking engagements; conferences, technical reports.

PROGRESS TOWARD ADOPTION: The project encountered interval frictions mid-way in its cycle. However, with a re-alignment of participating districts and some personnel changes, elements of the cooperative special education programs were retained and have continued.

Date completed or reviewed 6/26/74 Completed by: David A. Monti, Acting Coordinator Phone: (303) 379-8583

LEA: REGIONAL DISTRICT 7

PROJECT: A REGIONAL PUPIL SERVICES TEAMWORK APPROACH

CODE NO: 065 (9 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 065-001
Continuation Proposal	TT 065-002
Continuation Proposal	TT 0650003
Project Evaluation Report	TT 065-004
Project Evaluation Report	TT 065-005

Local Educational Agency: Board of Education Regional School District #9 Address: Route #107, Redding, Conn. 06875 Project Director: Rosalie Saul	U. S. O. E. or State Project Number 16-73-1022

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Seniors Tutor for Educational Progress (STEP)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$23,000.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/76

Projected Title III funding for total project period: $80,600.

TARGET POPULATION: Learning disabled adolescents, classroom teachers (all levels).

MAJOR OBJECTIVES: To employ Senior Citizens as tutors in Jr. and Sr. High Schools to work with disabled learners. To increase the academic skills and self-image of handicapped adolescent learners by directly involving Senior Citizens in an instructional relationship as an economic innovation in the remedial effort of the public schools. A further objective is the education of all level classroom teachers in remedial techniques by supplying them with manipulative materials, activity and task cards, tapes and other teaching aides, produced by the tutors and their tutees.

ACTIVITIES: The senior tutors are trained to help the adolescents produce materials which fill specific orders placed by elementary school teachers. This approach to learning gives the teenager a nonthreatening method of learning basic skills which he missed in his early years of schooling. Tutors are assigned to students on the basis of compatibility and specific knowledge/skills. For example, a retired accountant might be linked with students who have deficiencies in math. Tutoring occurs on a regular schedule within the school setting, so that it can be coordinated with regular instructional programs.

Project Title: Seniors Tutor for Educational Progress (STEP)	U. S. O. E. or State Project Number 16-73-1022

ACTIVITIES (Cont.):

EVALUATION DESIGN: A control group with similar learning problems will be matched to the STEP population. Both groups will be pre and post tested with Objective Tests - W.R.A.T., Reading, Spelling, Mathematics, Gray Oral Reading, Myklebust Picture Story Test, Behavioral Changes, Rating Scales to be filled out by parents and teachers, School Apperception Test. Creativity will be tested with the Utah Test of Creativity. Wahler, Geriantological Apperception Tests and teacher constructed tests for tutors will also be pre and post administered in an effort to pair tutors and tutees, as well as to note qualitites which produce the most effective learning situations.

FINDINGS TO DATE: Positive results are suggested in the following areas: 1. Reading and spelling; 2. Attitudes toward school, self, parents and peers; 3. Appearance of school work. Also positive results have been noted in senior citizen attitudes and outlook. Complete evaluative data have yet to be collected and analyzed.

DISSEMINATION PLAN: Manuals describing: 1. The Mechanics of Establishing a Senior Citizen Tutoring Program; and 2. Teaching Adolescents Through the Construction of Learning Aids for Elementary School Teachers will be developed. Visits to the project will be encouraged. Also orientation sessions for district teachers are planned.

PROGRESS TOWARD ADOPTION: Too early to determine progress toward adoption, although project has generated much initial interest.

Date completed or reviewed 5/21/74 Completed by: Rosalie Saul Phone: (208) 938-2533

LEA: REGIONAL DISTRICT #9

PROJECT: SENIORS TUTOR FOR EDUCATIONAL PROGRESS (STEP)

CODE NO: 066 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 066-001

Local Educational Agency: Board of Education

Address: Regional District No. 10, R.F.D., Unionville, Conn.

Project Director: Charles Hapgood

U. S. O. E. or State Project Number: 69-1005

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Area Educational Services Center

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	2/14/69	6/30/70	$6,850.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/70

Projected Title III funding for total project period: $6,850.

TARGET POPULATION:

The school districts which comprise the Litchfield County Superintendents area.

MAJOR OBJECTIVES:

To survey educational needs in the area; to identify priorities for programs to be developed and implemented cooperatively by participating districts.

ACTIVITIES:

The superintendents of schools served as the planning group to carry out the survey and priority determination. Utilizing local personnel and the staff of a nearby established area service center, current school data were examined and a proposal for program development was drafted.

Project Title: Area Educational Services Center	U. S. O. E. or 69-1005 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

No formal evaluation design was used.

FINDINGS TO DATE:

The following were identified as needed programs for development: curriculum revision and improvement; multi-media services; special education programs; and psychological services.

DISSEMINATION PLAN:

Monthly meetings of area superintendents of schools.

PROGRESS TOWARD ADOPTION:

Since this project did not go beyond the pre-planning stage, no operational programs resulted for possible adoption.

Date completed or reviewed 3/17/74 Completed by/ R. Richards Phone: (203) 566-5287

LEA: REGIONAL DISTRICT #10

PROJECT: AREA EDUCATIONAL SERVICES CENTER

CODE NO: 067 (2 microfiche)

Documents	Identification Number
Planning Proposal	TT 067-000

Local Educational Agency: Board of Education Regional School District #13 **Address:** Main Street, Durham, Conn. 06422 **Project Director:** Barbara DeNicola	**U. S. O. E. or State Project Number** 16-73-1004

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: School-Community Occupational Preview Experiences (SCOPE)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	9/73	6/74	$3,500.	
Cont.				
Cont.				
TOTAL			$3,500.	

Proposed Termination Date 6/74

Projected Title III funding for total project period: $3,500.

TARGET POPULATION: Students in Grades 8-10 in three schools in the region: Middle and High Schools--public; Independent Day School and Stonegate School--private. In Grades 9 and 10 in the public high school, an alternative inter-disciplinary program has been developed for 58 students who represented a segment of the non-committed learner. The ID program utilizes career education as a vehicle for relating academic subjects with the world of work.

MAJOR OBJECTIVES: The purpose of Project SCOPE is to employ the resources of the community as a guidance vehicle for developing a positive relationship between learning and career goal achievement. Basic objectives: 1) to provide a more relevant educational experience for students; 2) to provide self-development experiences that will enable students to make realistic self-appraisals; 3) to develop an awareness of the vocational offerings within the world of work; 4) to develop within each student an appropriate attitude toward the world of work; 5) to improve communications between the schools and community resources.

ACTIVITIES: Field trips, speakers, film-making, tutoring, community service projects, correlated career units with academic subjects, interviews, role playing, observations, video tapes, etc. In addition materials have been purchased to facilitate the implementation of the objectives.

Project Title: School-Community Occupational Preview Experiences (SCOPE)	U. S. O. E. or 16-73-1004 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Inter-disciplinary Program: Public High School

Analysis of attendance, discipline and academic records, self-rating scales, sociograms, observations, teacher and parent questionnaires and rating scales. In addition, academic progress is evaluated by the staff on a grading scale commensurate with the child's learning level, and the case study method is utilized.

Other aspects of the program:

Questionnaires, curriculum innovations, staff evaluation of career units, student evaluations of career units and experiences.

FINDINGS TO DATE: As of May, 1974, the evaluation team has stated that the project has met its major goals as stated. In addition, it was pointed out that the three schools involved have appeared to work well together; that the program was successful in developing a number of training stations and in contacting and utilizing to its fullest the community resources--both material and human--that are available.

DISSEMINATION PLAN: A final booklet will be prepared for distribution describing the various facets of the project.

PROGRESS TOWARD ADOPTION: Aspects of the project have been adopted by the local school district.

Date completed or reviewed 5/6/74 Completed by: Barbara DeNicola Phone: (203) 349-3444

211

LEA: REGIONAL DISTRICT #13

PROJECT: SCHOOL-COMMUNITY OCCUPATIONAL PREVIEW EXPERIENCES (SCOPE)

CODE NO: 068 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 068-001

Local Educational Agency: Rocky Hill Board of Education **Address:** Church Street, Rocky Hill, Conn. 06067 **Project Director:** Frank Bellizzi	**U. S. O. E. or State Project Number** 16-73-1017

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: AFED-SELF

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$46,040.	$46,040.
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/30/76

Projected Title III funding for total project period: $124,000.

TARGET POPULATION: Total estimated population 38,000 (Rocky Hill and North Haven) in geographic area served:

Target Population - teachers, children, community and administration.

Students: 3,678,	Community: 9,012;	Teachers: 160
R.H. & No. Haven	Rocky Hill	North Haven and R. H.

MAJOR OBJECTIVES:

1. Legitimization of SELF-knowledge education in schools.
2. Creation of a more humanistic climate in schools.
3. Development of a systematic process for organizational SELF-renewal as a means of creating a more humanistic school climate.

ACTIVITIES:

(a) Teacher - in-service training in psychological education, personal growth and affective-humanistic education curriculum for the classroom.
(b) Classroom demonstration of affective-humanistic curriculum.
(c) Community workshops in psychological education training.
(d) Organizational development aimed at organizational SELF-renewal.

Project Title: AFED-SELF	U. S. O. E. or 16-73-1017 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

(1) Pre and post-testing with teachers and children.
(2) Structured behavioral observations.
(3) Amount of local support (financial and otherwise)
(4) Indirect measures, such as, number of teachers volunteering for project, number of teachers returning to project, increased use of training skills in classroom.

FINDINGS TO DATE: Teacher-training has created a change in attitudes toward the importance and legitimacy of affective education in public schools. Community involvement has been encouraging, with a potential for different types of community involvement, such as, use of para-professionals to help train other community members as well as to help in the classroom using the affective curriculum.

Administration is slowly coming around to seeing the legitimacy of affective education in the schools and has been part of organizational training this year, and also will continue with this training next year on a larger scale.

DISSEMINATION PLAN: 1. Monthly newsletters to all public schools and schools of higher education in Connecticut, as well as local distribution.
2. Community workshops.
3. Community demonstration of project to local civic groups, Boards of Education, etc.

PROGRESS TOWARD ADOPTION: Local adoption on wide scale basis - target date: 1976.

Since this is our first year with this project and since we are still in the training phase, adoption into the regular curriculum has not occurred yet. However, a segment of the school day has been designated by administration as Project time during which the activities of the project can be implemented in the classroom. Also, project teachers have on hand materials and curriculum from which they may obtain other ideas to supplement classroom activities.

Date completed or reviewed 5/23/74 Completed by: Frank Bellizzi Phone: (203) 529-7796

LEA: ROCKY HILL

PROJECT: AFED/SELF

CODE NO: 069 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 069-001

Local Educational Agency: Simsbury Board of Education **Address:** 933 Hopmeadow Street, Simsbury, Conn. **Project Director:** Leo Salvatore	**U. S. O. E. or State Project Number** 16-73-1001

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Development of an evaluation procedure to identify gifted students

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	9/73	6/74	$3,000	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date 6/74

Projected Title III funding for total project period: $3,000.

TARGET POPULATION: Evaluation of all third grade students in terms of intelligence, art, music, and motor aptitude.

MAJOR OBJECTIVES: To establish standardized identification procedure for the selection of the intellectually gifted and the outstanding talented students.

ACTIVITIES: Use of standardized intelligence test along with other instruments developed as part of the project. A peer rating questionnaire was developed and administered to all 3rd grade students in the system. Art, music, and physical education tests were constructed and administered to third grade students. Results of the testing have been analyzed statistically.

Project Title: Development of an evaluation procedure to identify gifted students	U. S. O. E. or State Project Number 16-73-1001

ACTIVITIES (Cont.):

EVALUATION DESIGN: A statistical evaluation of the test instruments developed has been conducted. The feasibility of using the various procedures developed has also been evaluated in terms of time required to test, significance and usefulness of the results, etc.

FINDINGS TO DATE: The art and physical education tests seem to quickly identify children with outstanding ability in these two areas. While results of the peer rating scale are inconsistent, it would appear that this test instrument with some refinement could be a very useful rough screening test. The teacher rating scale has proven to correlate well with objective test measures.

DISSEMINATION PLAN: Results of the project will be presented to the Planning and Placement Team for the Gifted in Simsbury. We will also put together a test manual which can be used by any school system that would like to use the tests developed. Normative data will be supplied within this manual.

PROGRESS TOWARD ADOPTION: Some of the test procedures developed will be used next year within the school system. Details have not been worked out to date.

Date completed or reviewed 4/10/74 Completed by: L. Salvatore Phone: (203) 658-5809

LEA: SIMSBURY

PROJECT: DEVELOPMENT OF AN EVALUATION PROCEDURE TO IDENTIFY GIFTED STUDENTS

CODE NO: 070 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 070-001

Local Educational Agency: Stamford Board of Education	U. S. O. E. or State Project Number
Address: Stamford, Conn.	67-3012
Project Director: Anthony D. Truglia	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Music Utilizes Students' Interests and Creativity (MUSIC)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	4/1/67	3/31/68	$79,100.	
Cont.	7/1/68	6/30/69	$79,000.	
Cont.	7/1/69	6/30/70	$50,000.	
TOTAL			$208,100.	

Proposed Termination Date 6/30/70

Projected Title III funding for total project period: $208,100.

TARGET POPULATION: Students city-wide with emphasis on disadvantaged areas and low rent districts.

MAJOR OBJECTIVES: To further a child's musical interests and skills.

ACTIVITIES: 30 weekly group lessons plus sectional rehearsals in preparation for annual concert. Project Music follows the public school year. Instruction is provided by local professional musicians in a centralized music studio facility after hool and on Saturdays. A wide range of instrumental selection is provided, including rings, woodwinds, brass, percussion, guitar, and accordion.

Project Title:	Music Utilizes Students' Interests and Creativity (MUSIC)	U. S. O. E. or State Project Number	67-3012

ACTIVITIES (Cont.):

EVALUATION DESIGN: Each instructor rates each student on a weekly progress scale appropriate to the particular skills involved. Annual compilations of individual progress records are made and analyzed by base-line data and length of training.

FINDINGS TO DATE: Evaluation data reflect a consistent pattern of high pupil motivation and steady musical skill development.

DISSEMINATION PLAN: Local radio station, local news releases, P.T.A. Council.

PROGRESS TOWARD ADOPTION: The program has been continued in the community. In 1974-75 it will be funded at $29,000 by the city of Stamford. It is anticipated that 300 students will be served by 18 part-time instructors.

Date completed or reviewed 5/24/74 **Completed by:** A. Truglia **Phone: (203)** 359-4626

LEA: STAMFORD

PROJECT: MUSIC UTILIZES STUDENTS INTERESTS AND CREATIVITY (MUSIC)

CODE NO: 071 (6 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 071-001
Continuation Proposal	TT 071-002
Continuation Proposal	TT 071-003
Project Evaluation Report	TT 071-004
Project Evaluation Report	TT 071-005
Project Evaluation Report	TT 071-006

Local Educational Agency: State Board of Education **Address:** State Office Bldg., Hartford, Conn. **Project Director:** Victor Miller	**U. S. O. E. or State Project Number** 67-3573

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Drama/Tech.

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/26/67	6/25/68	$71,500.	
Cont.	6/26/68	6/30/69	$75,027.	
Cont.	7/1/69	6/30/70	$50,000.	
TOTAL				

Proposed Termination Date 6/30/70

Projected Title III funding for total project period: $196,527.

TARGET POPULATION:

Junior and senior students in the 14 state technical high schools.

MAJOR OBJECTIVES:

1. To enrich literature instruction in vocational/tech schools.
2. To motivate terminal students to learn about and understand Shakespearean drama.
3. To provide a theater-going experience for tech students.
4. To encourage students to consider theater occupations.
5. To create working relationship between tech. schools and American Shakespeare Theatre.

ACTIVITIES:

Workshop training was provided to both academic and technical staffs of the state technical schools. The training conducted by members of the American Shakespeare Theatre covered theater history and practices, detailed study of a Shakespeare play to be seen later, and technical aspects of theater operation. Teachers developed learning materials and theater games for classroom use. Theater staff provided in-school demonstrations and follow-up after theater attendance.

Project Title: Drama/Tech.	U. S. O. E. or 67-3573 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Data gathered at various stages in the project were compared to determine qualitative and quantitative changes in teachers and students resulting from the program.

FINDINGS TO DATE:

1. Teachers developed improved methods and materials for drama instruction.
2. Most students exhibited new interest in and understanding of dramatic literature.
3. A number of students attended other live theater performances on their own initiative.

DISSEMINATION PLAN:

News releases; inter-school visits; periodic newsletter to participants; curriculum guides distributed statewide.

PROGRESS TOWARD ADOPTION:

Although state support of the central project staff was not provided, the methods and materials developed continue to be used in the academic component of tech school programs. Also, the American Shakespeare Theatre has further expanded the theater techniques developed in its teacher-training services to many school systems across the state.

Date completed or reviewed 5/11/74 Completed by: R. Richards Phone: (208) 566-5287

LEA: STATE BOARD OF EDUCATION

PROJECT: DRAMA/TECH.

CODE NO: 072 (4 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 072-001
Continuation Proposal	TT 072-002
Continuation Proposal	TT 072-003
Project Evaluation Report	TT 072-004
End of Budget Report, Sept. 1968	TT 072-005
Project Evaluation Report	TT 072-006
Interim Final Report, Feb. 1969	TT 072-007
End of Budget Report, Sept. 1969	TT 072-008
Final Project Evaluation Report	TT 072-009

Local Educational Agency: Stonington Board of Education

Address: 174 South Broad Street, Pawcatuck, Conn.

Project Director: Howard M. Weiss

U. S. O. E. or State Project Number: 16-72-1028

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Oceanology

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$59,000.	
Cont.	7/1/73	6/30/74	$52,473.	
Cont.				
TOTAL			$111,473	

Proposed Termination Date: 6/75

Projected Title III funding for total project period: $147,473.

TARGET POPULATION: Students, grades 7-12, in 14 school systems in Southeastern Connecticut: Waterford Country School, Franklin, Pine Point, Salem, Bozrah, Norwich, East Lyme, Stonington, Ledyard, Montville, New London, Waterford, Norwich Free Academy, Groton. There are about 20,000 students in grades 7-12 at these schools.

MAJOR OBJECTIVES: To provide resources, curricula, and trained personnel to enable students to learn about the marine environment through direct, on-the-water experiences.

ACTIVITIES:

1. During the school year, 50 students per day travel onto Long Island Sound using the Project Oceanology 50 foot research vessel and conduct oceanographic measurements. Procedures include sampling and measuring bottom sediments, conducting water quality tests on water samples, collecting and observing marine life, etc.
2. Development of curriculum materials to enable teachers to prepare and follow-up the on-the-water programs.
3. Teacher training courses and workshops.

Project Title: Project Oceanology	U. S. O. E. or 16-72-1028 State Project Number

ACTIVITIES (Cont.): Special Intensive Summer Programs include a student program in marine studies for students selected from each of the participating schools who attend a three-week session. A Summer Institute for teachers enables teachers to become familiar with the educational opportunities made possible by the project facilities.

EVALUATION DESIGN: Teachers are requested to complete an evaluation form for each class using the project facilities. This evaluation determines the effectiveness of the on-the-water program and the extent of overall impact including pre-trip preparation and post trip follow-up.

Individual student and teacher participants in special programs, such as the summer programs, are requested to evaluate the program.

FINDINGS TO DATE: The Project Oceanology facilities, including the boat and marine lab, are being extensively and effectively utilized. The pre-trip and post-trip activities are not being implemented as well as hoped and this deficiency is being corrected through the development of curriculum materials and through teacher training.

DISSEMINATION PLAN: Extensive news coverage of Project Oceanology has been generated since its inception and will continue.

PROGRESS TOWARD ADOPTION: Participating schools have formed an Interdistrict Committee under Public Law 333 and have signed a commitment to contribute a pro-rated share of the annual budget. This administrative structure should insure continuation of the project after the termination of Title III funds.

Date completed or reviewed 4/4/74 Completed by: Howard Weiss Phone: (308) 445-9007

LEA: STONINGTON

PROJECT: PROJECT OCEANOLOGY

CODE NO: 073 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 073-001
Continuation Proposal	TT 073-002
Project Evaluation Report	TT 073-004

Local Educational Agency: Suffield Board of Education **Address:** Spaulding School, Mountain Road, Suffield, Conn. 06078 **Project Director:** Leonard R. Borsari	**U. S. O. E. or State Project Number** 16-73-1003

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Analysis and Evaluation of Guidance Services and Behavioral Objectives in the Suffield Public Schools

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$3,700.	$3.700.
Cont.				
Cont.				
TOTAL			$3,700.	$3,700.

Proposed Termination Date 6/30/74

Projected Title III funding for total project period: $3,700.

TARGET POPULATION: The major populations which effect guidance policy and/or are serviced by guidance personnel. These populations are: Board of Education, Administrators, Teachers, Staff Members, Students, Parents, and Community Agencies.

MAJOR OBJECTIVES:

1. To assess the needs for guidance services by each of the major populations.
2. To assess the degree to which these needs are presently being met.
3. To develop a statement of prioritized guidance goals which reflect the contributions of each population.

ACTIVITIES:

1. A study of the socio-economic aspects of the Suffield community.
2. A study of the organizational structure of Suffield Public Schools.
3. A survey of student awareness of guidance services at each level.
4. A follow-up survey of each guidance program.
5. A survey of parental attitudes towards guidance.

Project Title: Analysis and Evaluation of Guidance Services and Behavioral Objectives in the Suffield Public Schools	U. S. O. E. or State Project Number 16-73-1003

ACTIVITIES (Cont.):

6. A survey of Board of Education, Administration, and Teacher opinions about current guidance practices.
7. A development of guidance goals with participation from the Board of Education, Administrators, Students, Teachers, and Parents.

EVALUATION DESIGN: A review of the final report and its supporting data by experts from both the state and local levels.

FINDINGS TO DATE: Data are presently being collated. It is still too early to make any definitive statement about findings.

DISSEMINATION PLAN:

1. A series of newspaper and journal articles.
2. Distribution of project report.

PROGRESS TOWARD ADOPTION: As of today, 80% of the sub-committee reports are complete. We are confident that the report will be completed by the July 1st deadline and finally accepted for implementation by the school district.

Date completed or reviewed 4/25/74 Completed by: Leonard Borsari Phone: (203) 668-7347

LEA: SUFFIELD

PROJECT: ANALYSES AND EVALUATION OF GUIDANCE SERVICES AND BEHAVIORAL OBJECTIVES

CODE NO: 074 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 074-001
On Site Evaluation Report	TT 074-006

Local Educational Agency: Suffield Board of Education Address: Box 126, Suffield, Conn. 06078 Project Director: Richard T. Lincoln	U. S. O. E. or State Project Number 16-73-1011

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: ANISA

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$57,740.	$57,740.
Cont.				
Cont.				
TOTAL			$57,740.	$57,740.

Proposed Termination Date 6/76

Projected Title III funding for total project period: $210,000.

TARGET POPULATION: This project is aimed at children in the two private nursery schools in Suffield and the kindergarten children in the Spaulding public school.

MAJOR OBJECTIVES: This project proposes to demonstrate:

A. The application of the Anisa model of early childhood education in Suffield. The Anisa model is a coherent and comprehensive theory of education developed at the University of Massachusetts by Dr. Daniel C. Jordan.
B. The application of a process model of planned change demonstrating how the innovation will be accomplished.

ACTIVITIES: The project includes a pre-service educational program for the teaching staff, administration, and specialists of the kindergarten and nursery classes; an in-service program by the University of Massachusetts Anisa consultants for the school staff; an instructional program for children built around the concept of learning competence; a very early childhood program; and a program for planned change.

Project Title: ANISA	U. S. O. E. or 16-73-1011 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: The project uses a goal-evaluation model emphasizing operations research within a general systems theory. The quality of the program will be evaluated in terms of the defined goals and objectives. Actual outcomes specified in pupil behavioral objectives will serve as quality measurement of these goals.

FINDINGS TO DATE: The application of the Anisa model has been moderately achieved through the development and implementation of the (1) pre-service program; (2) in-service program; and (3) the Learning Competency Program. The application of a process model of planned change demonstrating how the innovation will be accomplished has also been moderately achieved during this first year of the project.

DISSEMINATION PLAN: The project will make available to the community, the staff and all interested parties a descriptive brochure. The Capitol Region Education Council (CREC) is responsible for organizing three one-day awareness workshops for distributing the Anisa implementation. CREC will also develop two half-hour multi-media presentations and 6 slide-tape presentations. The project will be disseminated nationally by the State Department of Education and the ERIC system.

PROGRESS TOWARD ADOPTION: It is too early in the project's development for widespread diffusion. However, once the model is fully established, it should have great attraction to adopters.

Date completed or reviewed 6/30/74 Completed by: Richard T. Lincoln Phone: (203) 668-7767

LEA: SUFFIELD

PROJECT: ANISA

CODE NO: 075 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 075-001

Local Educational Agency: Suffield Board of Education **Address:** Box 126, Suffield, Conn. 06078 **Project Director:** George Bondra	**U. S. O. E. or State Project Number** 16-70-6799

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project 3R

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/69	6/30/70	$75,000.	$112,360.
Cont.	7/1/70	6/30/71	$75,000.	$113,992.
Cont.	7/1/71	6/30/72	$67,500.	$112,340.
TOTAL			$217,500.	$338,692.

Proposed Termination Date June 30, 1972 **Projected Title III funding for total project period:** $217,500.

TARGET POPULATION: Public school children, ages 5-16, who demonstrate mildly to moderately inappropriate and/or incompetent behaviors from the five cooperating towns of East Granby, East Windsor, Granby, Suffield, and Windsor Locks.

MAJOR OBJECTIVES: Project 3R proposed to demonstrate the following:

1. How independent school systems can cooperate to provide diagnostic services of high quality to behaviorally and academically disturbed children.
2. How, by adapting Project Re-Ed developed by Nicholas Hobbs at Peabody College, we can provide an educational program for behaviorally and academically disturbed children.
3. How an in-service program for total staff, using a consistent theoretical model with applied techniques, can help all children.
4. How public schools and a university can collaborate to train personnel for re-educating behaviorally and academically disturbed children.

ACTIVITIES: 1. Diagnostic Program: A multidisciplinary team consisting of psychiatrists, psychologists, and social workers served 513 children from 1969-1972. 2. Re-Education Program: An educational team consisting of a teacher-counselor, an nstructional-aide, a liaison-teacher-counselor, a graduate student, and a program coordinator used individualized instruction, behavior modification and reality therapy techniques in an extended day 3R Unit program which served 189 children from 1969-1972. 3. In-Service Program: Over 700 teachers from the four cooperating towns participated

Project Title: Project 3R	U. S. O. E. or 16-70-6799 State Project Number

ACTIVITIES (Cont.):
in the in-service programs including direct observation of the 3R Unit via closed circuit TV, and eight 12-hour sessions presenting theory, behavior modification and reality therapy techniques to teaching staffs of individual schools. 4. University Program: Program coordinator assigned half-time to 3R and college faculty; graduate courses offered on 3R site - 207 local teachers participated; twenty graduate students in special education were provided practicum experiences in 3R Program.

EVALUATION DESIGN: A goal evaluation model emphasizing operations research was used. The quality of the program was evaluated in terms of defined goals and objectives. Actual outcomes, specified in pupil behavioral objectives, served as measurement of these goals. Data collection involved a combination of approaches, e.g., descriptive, counting, etc. Each goal was evaluated according to the following criteria: 1. effort; 2. effect; 3. adequacy; 4. efficiency; and 5. process.

FINDINGS TO DATE: Academic competence: Statistically significant gains were made each year in reading and mathematics as measured by the Metropolitan Achievement tests.

Behavioral changes: Statistically significant improvement in appropriate student behaviors were demonstrated as measured by the Devereux Elementary School Rating Scale. Children served in the 3R Unit for an average stay of six months were returned and maintained in a regular classroom placement with a 96% success rate.

DISSEMINATION PLAN: There has been wide dissemination at the local, state, and national levels. At the local level, the 3R model has been adopted by the five cooperating communities as their response for helping children. At the state level, the towns of Danbury and New Haven (ACES) have formally adopted the 3R model with supporting funds from the State Department of Education. The 3R Program was one of 107 selected projects by the national Identification/Validation/Dissemination effort of the U. S. Office of Education.

PROGRESS TOWARD ADOPTION: Project 3R demonstrated how towns can cooperate and share efforts to provide an effective, high quality educational program for children showing inappropriate and/or academically incompetent behaviors. Using a process of cooperative strategies, the cooperative program--both quantitatively and qualitatively--is more efficient in time, money, and humanistic values than other treatment modes--particularly the medical model when provided alone. The cooperating towns, therefore, adopted the total program funded by Title III and added a second 3R Unit using local funds. Local funding increased from the $67,500 to a $92,000 level. The program has not only expanded but plans for greater expansion are being considered.

Date completed or reviewed 6/5/74 Completed by: George Bondra Phone: (203) 653-2556

LEA: SUFFIELD

PROJECT: PROJECT 3R

CODE NO: 076 (4 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 076-001
Continuation Proposal	TT 076-002
Continuation Proposal	TT 076-003
Project Evaluation Report	TT 076-004
Project Evaluation Report	TT 076-005
Project Evaluation Report	TT 076-006
Final Project Evaluation Report	TT 076-007
On Site Evaluation Report	TT 076-008

Local Educational Agency: Thompson Board of Education **Address:** North Grosvenordale, Conn. 06255 **Project Director:** Louise Wickware	**U. S. O. E. or State Project Number** 16-72-1029

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Schools Humanize and Individualize Programs (SHIP)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$49,800.	
Cont.	7/1/73	6/30/74	$41,500.	
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $105,700.

TARGET POPULATION: 4,000 elementary students in 10 public schools and 1 parochial school in 8 towns of Windham and Tolland counties in Eastern Connecticut.

MAJOR OBJECTIVES: To humanize and individualize education for elementary children by changing the traditional elementary school organization to a multi-aged unit organization designed to facilitate the individualization of learning experiences for all students. This has been implemented through a diagnostic-prescriptive instructional approach, using pre and post testing in a growing number of curriculum areas using the Individually Guided Education model designed by the Wisconsin Research and Development Center. Also, to maintain a support system of these schools through an on-going league offering regional workshops, regular meetings on different educational levels, newsletters for sharing ideas, and planned regional evaluation programs.

ACTIVITIES: Inservice workshops on organization redevelopment, individualization of curriculum materials and teaching programs, related curriculum materials and teaching programs, related curriculum-sharing experiences, plus newsletters, school visitations, regular league organization meetings, workshops for greater involvement of specialist area teachers, and regional evaluation experiences including inter-league visitation teams.

237

Project Title: Schools Humanize and Individualize Programs (SHIP)	U. S. O. E. or 16-72-1029 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: First year attitude surveys of students, teachers, and parents are being repeated this second year, as is an on-going general evaluation of the individually guided education programs and materials for individual school use.

With all change aimed at pupil improvement, there is on-going evaluation of individual pupil mastery of objectives, augmented this second year by a standardized assessment using fall-to-spring gains in appropriate sub-tests of the Metropolitan Achievement test and California Achievement for math as checked against non-IGE typical growth. The all-important process evaluation of any change program is being carried out 2 ways: (1) through an Inter-League on-site study by visiting peer IGE staff members to check implementation success; (2) information on perceptions of effectiveness of the more facilitative environment by staff involved.

FINDINGS TO DATE: Attitude surveys yielded information of positive feelings in general by all participants, plus individual school information on communication and curriculum materials needed. IGE materials and program structure are being continually individualized by local school need as suggested by the model and checks of student mastery of objectives and completion of individual programs go on regularly. The Inter League study carried on in 4 SHIP schools this spring and 4 counterpart schools in another IGE League, yielded information on many successes, as well as pointing up areas in need of improvement. The fall-to-spring gains tables will be completed in June, as will the implementation effectiveness as found on the questionnaires.

DISSEMINATION PLAN: At all levels of national organization, National journals and conferences for R&D, state meetings of IGE coordinators, regional workshops, Title III dissemination, annual statewide Awareness meetings for school systems, orientations for college classes and nearby school systems, League Newsletter for local sharing, Connecticut Leagues, and those in other states. School visitations for on-side viewing, community volunteer programs, loan of League materials to educational groups.

PROGRESS TOWARD ADOPTION: IGE implementation is designed to take 3-5 years with gradual, but steady implementation in one curriculum area at a time and/or each year. The eleven SHIP schools vary in the extent and success of their implementation effort, but it is expected that local implementation variations encourage adoption of an individualized model. The third year proposal includes part-time involvement by the University of Connecticut with the expectation that this will lead to institutionalization of the IGE model and consequent direct higher education action in IGE implementation and maintenance of area schools.

Date completed or reviewed 5/31/74	Completed by: Louise Wickware	Phone: (203) 923-2634

LEA: THOMPSON

PROJECT: SCHOOLS HUMANIZE AND INDIVIDUALIZE PROGRAMS (SHIP)

CODE NO: 077 (4 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 077-001
Continuation Proposal	TT 077-002
Project Evaluation Report	TT 077-004
On Site Evaluation Report	TT 077-007

Local Educational Agency: Watertown Board of Education **Address:** Watertown, Conn. 06795 **Project Director:** Edwin C. Douglas	**U. S. O. E. or State Project Number** 67-3329

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Regional Elementary School Teacher Upgrading

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/5/66	8/12/66	$38,016.	
Cont.	6/15/67	6/14/68	$37,591.	
Cont.	6/15/68	6/15/69	$35,355.	
TOTAL			$110.962.	

Proposed Termination Date 6/14/69

Projected Title III funding for total project period: $110,962.

TARGET POPULATION: Elementary teachers in Watertown area of state.

MAJOR OBJECTIVES: To provide during the summer an up-grading program in science and the allied topics in mathematics for elementary school teachers on a regional basis. Students in grades 3-6 were used as demonstration classes to implement the teacher up-grading.

ACTIVITIES: The material was taught to students in grades 3-6 by skilled supervisors in the Connecticut Public School systems. The teachers to be up-graded watched, then met with the supervisors to discuss the pedagogy involved. They did the same lessons as the students. Field trips were involved and the Science Building of the Taft School was used. Each following year during the school year monthly meetings of the teachers were held as a follow-up on the summer activities.

2-43

Project Title: Regional Elementary School Teacher Upgrading	U. S. O. E. or 67-3329 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Once-a-month follow-up meetings of all participants at Taft School for mini workshop and reports on how the material was being used in their classrooms. An outside group of consultants from New York City made a quick evaluation. A Ph.D. thesis on the project contained one chapter on evaluation.

FINDINGS TO DATE: The methods and materials developed continue to be used in various classrooms around the state.

DISSEMINATION PLAN: Material was disseminated on request, and still is, both within and outside the state.

PROGRESS TOWARD ADOPTION: Although the training program terminated after three years, the results are still evident in classrooms across the state.

Date completed or reviewed 6/3/74 Completed by: Edwin C. Douglas Phone: (203) 274-2949

241

LEA: WATERTOWN

PROJECT: REGIONAL ELEMENTARY SCHOOL TEACHER UPGRADING

CODE NO: 078 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 078-001
Continuation Proposal	TT 078-002
Continuation Proposal	TT 078-003

Local Educational Agency: West Hartford Board of Education

Address: P. O. Box 47, West Hartford, Conn. 06119

Project Director: David Thomson

U. S. O. E. or State Project Number: 16-73-1008

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Education in the Arts

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$50,964.	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date: 6/76

Projected Title III funding for total project period: $115,964.

TARGET POPULATION: Students gifted and talented in the arts from secondary level (7-12) public schools in West Hartford, as well as students from Northwest Catholic High School and Kingswood-Oxford School.

MAJOR OBJECTIVES:

1. To increase the self-esteem of students at the secondary level who are gifted and talented in the arts.
2. To make career education relevant to the needs and interests of students who are gifted and talented in the arts.
3. To improve teacher attitudes towards the gifted and talented students.
4. To improve teacher ability to identify the gifted and talented in the arts.

ACTIVITIES:

Master classes with visiting professional artists.
Field trips and interviews with performers, writers, etc.
Television productions by and for students, including scripting, musical composition, acting, choreography, stagecraft, graphics, direction, and production.

Project Title: Career Education in the Arts	U. S. O. E. or 16-73-1008 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Student identification:
- Comprehensive Test of Basic Skills.
- The Short Form Test of Academic Aptitude.
- Remote Associate Tests.
- Selected Case Studies.
- Autobiography.
- Interviews with students and teachers.
- Guba's Taxonomy of four developmental activities.
- (1) depicting; (2) inventing; (3) fabricating; (4) testing.

FINDINGS TO DATE:

As of this writing no post-testing has been done. However, every indication is that the project will exceed its anticipated effectiveness for the first two objectives.

DISSEMINATION PLAN:

The project publishes, The TV Company Review.
Use of local media, including Hartford Courant, Hartford Times, West Hartford News, and WTIC Radio.

PROGRESS TOWARD ADOPTION:

It is too early in the project's life to expect wide-spread adoption by other school districts.

Date completed or reviewed 5/23/74 Completed by: D. Thomson Phone: (203) 232-4561

LEA: WEST HARTFORD

PROJECT: CAREER EDUCATION IN THE ARTS

CODE NO: 079 (2 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 079-001

Local Educational Agency: West Hartford Board of Education **Address:** P. O. Box 47, West Hartford, Conn. 06119 **Project Director:** Ira J. Singer	**U. S. O. E. or State Project Number** OEG-3-7-003039-3516

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Dial Select

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/66	1/10/67	$34,200.	
Cont.	7/1/67	6/30/68	$147,391.	
Cont.	7/1/68	6/30/69	$173,500.	
TOTAL			$355,091	

Proposed Termination Date 6/30/69

Projected Title III funding for total project period: $355,091.

TARGET POPULATION: The West Hartford Public Schools--approximately 4,000 students located in 5 elementary schools, 2 junior high schools, and 2 high schools. The major target group was the 1,700 students at Hall High School in West Hartford.

MAJOR OBJECTIVES:

1. To provide a model for the development of a regional Dial Select information retrieval system transmitting selected audio and video instruction materials via a low-cost, locally-owned information transmission system.
2. To more highly individualize instruction through instant student access to audio and video materials required for independent learning projects.
3. To develop new software materials for use in the DSS system which could be shared with the larger region.

ACTIVITIES:

1. Installation of single loop cable audio-video remote access network in 9 participating schools; development of software library of materials in the area of curriculum enrichment, in-service training and direct teaching.
2. Local production of original programming.
3. Teacher in-service training.
4. Student involvement in studio operation and other aspects of system use.

Project Title: Dial Select	U.S.O.E. or OEG-3-7-003039-3516 State Project Number

ACTIVITIES (Cont.):

5. Integration of system into the curriculum and organizational life of the school.
6. Use of dial select for summer school and adult school programs.
7. Productions done at remote locations placed on video playback units.
8. Integration of studio and graphics center with dial retrieval system.

EVALUATION DESIGN:

1. Survey of student and teacher use of system in carrels and large group viewing areas.
2. Survey of student and teacher attitudes toward system output.
3. Cost analysis of system using the Stamford Research Institute model for cost analysis.
4. Developmental evaluative techniques patterned on the Guba model.
5. Case studies, interviews, and other subjective techniques used by media directors, librarian, and other participating personnel.

FINDINGS TO DATE:

98% of student population use system; 31% use carrels at least 5 times per week; 75% of faculty use system.
Schools according to feedback from remote schools are fully operational.
Software in excess of 1,000 hours developed and annotated in dial select catalogue.
System used to tape school happenings, Student Council elections, athletic contests, etc. The DSS was a key factor in the establishment of the TV Company, a Title III program designed to provide career education opportunities for the gifted and talented in the arts.

DISSEMINATION PLAN:

Newspaper coverage, 16 mm. production entitled, "The Dial Select Story;" visits by representatives from American and foreign educational institutions and broadcasting corporations, at least 15 articles in professional periodicals. Demonstrations and talks at professional meetings and con erences throughout the country. Coverage of the system in national Title III publications, Ford Foundation (EFL) publications, and studies concerning communications for new cities.

PROGRESS TOWARD ADOPTION:

Upon termination of Title III funding, the Board of Education funded all operational costs of the program and has expanded the system and increased financial support.

Date completed or reviewed 7/1/74 Completed by: Ira J. Singer Phone: (203) 233-8281

LEA: WEST HARTFORD

PROJECT: DIAL SELECT

CODE NO: 080 (8 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 080-001
Continuation Proposal	TT 080-002
Continuation Proposal	TT 080-003
Project Evaluation Report	TT 080-004
On Site Evaluation Report	TT 080-005
On Site Evaluation Report	TT 080-006

Local Educational Agency: Westport Board of Education	U. S. O. E. or State Project Number
Address: Town School Office, Westport, Conn.	16-71-1007
Project Director: Joseph J. Lipp	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Cooperative Individualized Reading Program (CIRP)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/70	6/30/71	$195,000.	
Cont.	7/1/71	6/30/72	$335,000.	
Cont.	7/1/72	12/31/73	$282,000.	
TOTAL			$812,000.	

Proposed Termination Date 12/31/73

Projected Title III funding for total project period: $812,000.

TARGET POPULATION: Pre K-6 - Public, Private, Parochial Schools, Urban and suburban.

MAJOR OBJECTIVES:

1. To retrain teachers to act as: (a) Diagnosticians of instructional needs, (b) Monitors of instructional growth, (c) Instructors of individuals and groups, (d) Facilitators of the learning environment, (e) Resource persons to teachers, paraprofessionals, volunteers and cross-age tutors. 2. To retrain teachers to utilize information about students' learning styles, interests, aptitudes, and achievement for selecting reading techniques and materials for children. 3. To support teachers in creating a total classroom environment that encourages the child's personal, physical and social development, as well as his academic achievement. 4. To increase teacher knowledge and understanding of a wide variety of reading materials by providing descriptive information about specific skills, publishers, media, levels of difficulty, and the involvement required by students and teachers.

ACTIVITIES: During the retraining workshop, teachers are involved in a needs assessment from which they set goals for their own professional development. Specialists, materials, and activities are provided. These assist participants in acquiring specific competencies which will lead to the actualization of their individual goals. Continued consultant support is given to workshop participants to refine strategies, tactics and materials, as well as to increase their expertise in diagnosing instructional needs, monitoring instructional growth, teaching individuals and groups and serving as a resource and facilitator in the learning environment. In order to identify student

243

Project Title: Cooperative Individualized Reading Program (CIRP)	U. S. O. E. or 16-71-1007 State Project Number

ACTIVITIES (Cont.):
instructional needs and characteristics and to monitor student performance, the project has developed various record-keeping approaches. These enable a teacher to keep adequate records and utilize the information gathered to personalize instruction. A set of Diagnostic Tools for decoding has been developed and tools for structural analysis are being created. Materials provided for teachers include Decoding and Structural Analysis Handbooks which are indexed according to the following: (1) Reading skills or set of skills involved; (2) Media employed; (3) Use made; (4) Mode of presentation; (5) Type of student response. The Teacher Idea Book includes guidelines for organizing the environment, classroom management strategies, ideas for effective utilization of paraprofessionals and volunteers and numerous suggestions for activities which span all curricular areas.

EVALUATION DESIGN: Three year longitudinal process and pupil performance evaluation.

FINDINGS TO DATE: Pre- and post-testing shows consistent and significant gains in reading achievement by diverse groups of children served. Teachers exhibit great enthusiasm for training provided.

DISSEMINATION PLAN:

See section below.

PROGRESS TOWARD ADOPTION: CIRP received national visibility as recipient of one of twelve Pacesetter Awards to Title III Projects by the President's National Advisory Council on Supplementary Centers and Services. It is one of eight projects chosen for nationwide dissemination by the National Institute of Education through the National Center for Educational Communication. It is one of six projects selected by the Connecticut Title III Office for its State Adoption Plan, which provides funding for new communities who wish to adopt CIRP. Materials now published for national dissemination by General Learning Corporation, released only with training program.

Date completed or reviewed 2/26/74 Completed by: Joseph J. Lipp Phone: (203) 384-6711 Ext. 811 & 812

LEA: WESTPORT

PROJECT: COOPERATIVE INDIVIDUALIZED READING PROGRAM (CIRP)

CODE NO: 081 (9 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 081-001
Continuation Proposal	TT 081-002
Continuation Proposal	TT 081-003
Project Evaluation Report	TT 081-004
Project Evaluation Report	TT 081-005
Project Evaluation Report	TT 081-006
On Site Evaluation Report	TT 081-007
On Site Evaluation Report	TT 081-008

Local Educational Agency: Westport Board of Education **Address:** Adams Academy, 15 N. Morningside Drive, Westport, Conn. 06880 **Project Director:** Bernice Luskin	**U. S. O. E. or State Project Number** 16-72-1030

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Youth Services Training Program

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$41,585.	
Cont.				
Cont.				
TOTAL			$41,585.	

Proposed Termination Date 6/76

Projected Title III funding for total project period: $90,000.

TARGET POPULATION: Junior and Senior High School students who are Learning Disabled, Emotionally Disturbed, or Educable Retarded.

MAJOR OBJECTIVES:

1. To train these Special Education students to work in one or more job areas: a. Teacher aides; b. Nurses aides; c. Food services; d. pre-vocational training; e. Garage attendants.
2. Affective Objectives: a. More positive self-image; b. more positive school experience; c. Improved peer and adult relationships; d. Greater responsibility in accepting and following through with commitments; e. Realistic appraisal of possible adult vocational roles.

ACTIVITIES:

A. Teacher Aides: A weekly training workshop; three afternoons a week working as an aide in a local classroom.
Nurses Aides: Two weekly sessions of supervised experience in a geriatric center under the direction of a registered nurse.
C. Food Services: Two weekly sessions of supervised training in an institutional kitchen.
D. Pre-Vocational: A rotating program that gives youngsters a realistic working experience

Project Title: Youth Services Training Program	U. S. O. E. or State Project Number 16-72-1030

ACTIVITIES (Cont.):

in varied job stations.

E. Garage Attendants: Two ten-week training sessions at a local garage--each two hour session taught by an experienced mechanic under the supervision of a learning disabilities teacher combined with six hours of work at a local garage.

EVALUATION DESIGN:

1. Five evaluation forms designed for the program for use by (a) program supervisor and school psychologist; (b) on-the-job teacher or employer; (c) students; (d) parents; (e) former students.
2. Piers-Harris self-concept test--pre and post.
3. Modified Coopersmith Behavior Rating Scale--pre and post--classroom teachers.

FINDINGS TO DATE: It has been possible to train special ed. students as teacher aides, garage attendants, geriatric helpers, and food service personnel. This program has been a positive vocational planning experience for all youngsters. Although affective objectives are more difficult to measure, and generalizations impossible, individual gains have been made.

DISSEMINATION PLAN:

1. Meetings with (a) parents of all youngsters in the program; (b) board of education members; (c) local legislators.
2. Press releases.
3. Responsibility for workshop at the American Orthopsychiatric Conference--April 10, 1974, San Francisco; Adolescence and Adulthood--The Missing Link.

PROGRESS TOWARD ADOPTION:

In a modified form, the teacher aide unit has been adopted by the Home Economics Department of our local high school.

Date completed or reviewed 3/25/74 Completed by: B. Luskin Phone: (208) 227-8451 Ext. 316

LEA: WESTPORT

PROJECT: YOUTH SERVICES TRAINING PROGRAM

CODE NO: 082 (4 microfiche)

Documents	Identification Number
Planning Proposal	TT 082-000
Initial Operational Proposal	TT 082-001
Project Evaluation Report	TT 082-004
Interim Report	TT 082-005
On Site Evaluation Report	TT 082-007

Local Educational Agency: Wethersfield Board of Education **Address:** 222 Main Street, Wethersfield, Conn. 06109 **Project Director:** Henry J. Ferri	**U. S. O. E. or State Project Number** 0-71-7216 (290)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Evaluation of the Use of Various Types of Incentives in Education Programs

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/71	6/30/72	$100,000.	
Cont.	7/1/72	6/30/73	$110,299.	
Cont.	7/1/73	6/30/74	$ 73,018.	
TOTAL			$283,317.	

Proposed Termination Date 6/30/74

Projected Title III funding for total project period: $283,317.

TARGET POPULATION: Elementary school children from kindergarten through grade four (4) in nine (9) public schools and one parochial school. The participating classrooms were randomly selected. Over a three-year period the project has involved 1481 children with 275 participating in the Handicapped Component and 1206 in the Reading Component.

MAJOR OBJECTIVES: An experimental investigation to determine the effectiveness of material incentives in improving student performance. Teachers will develop capabilities to construct behavioral objectives, criterion-referenced tests, and structure incentive treatments in the classroom.

ACTIVITIES:

Establishment of an active and on-going Community Council.
Teacher workshops on the writing of performance objectives and criterion-referenced tests.
Pre- and post-Standardized Testing in Reading.
Utilization of pre, interim and post criterion-referenced tests.
Distribution of incentive treatments.

255

Project Title: Evaluation of the Use of Various Types of Incentives in Education Programs	U. S. O. E. or 0-71-7216 State Project Number (290)

ACTIVITIES (Cont.):

Teacher workshops on specialized techniques in the teaching of auditory and visual memory and motor skills.
Volunteer training to perform monitoring function to evaluate student behavior.
Volunteers were trained to grade criterion-referenced tests.

EVALUATION DESIGN: The Reading Component consisted of a four-cell design, each containing grades 1-4 with one out of the four cells designated either a Student Group, Parent Group, Parent-Student Group or Control Group:

Student 1-4	Parent 1-4
Parent/Student 1-4	Control 1-4

Each of the cells differed with respect to combinations of incentives treatments. The Handicapped Component's evaluation design consisted of Pre and Post testing, using the T-formula for dependent variable.

FINDINGS TO DATE: Based on standardized testing the participants in the experimental groups made significantly greater gains than those in the Passive Control. The CRT results were not so conclusive in that the Active Control gained more overall than the experimental groups, but still did not overtake the experimental groups. The first year results showed that incentives have a greater impact on the lower third of a class. Generally, the first year showed that an incentives system can be carried out with effectiveness in a classroom. The results of the second year when considering the standardized tests of the experimental and control groups showed that incentives did not significantly produce increased performance. Over the two year period no clear trends have as yet been identified in favor of any particular incentive treatment group. The results of the Handicapped Component have shown that classroom teachers can implement effectively specialized techniques in the classroom to assist the marginally learning disabled youngster.

DISSEMINATION PLAN: Dissemination was through press releases to town and area newspapers; speaking at educational meetings such as reading and research groups, local educational and community groups, and local college and university groups.

PROGRESS TOWARD ADOPTION: A task force composed of Community Council members and school personnel presented recommendations to the Wethersfield Board of Education. The decision of the Board was to consider some of the recommendations pending the final evaluation report.

Date completed or reviewed 6/14/74 Completed by: Henry J. Ferri Phone: (203) 563-8181 Ext. 301

LEA: WETHERSFIELD

PROJECT: EVALUATION OF THE USE OF VARIOUS TYPES OF INCENTIVES IN EDUCATIONAL PROGRAMS

CODE NO: 083 (9 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 083-001
Continuation Proposal	TT 083-002
Project Evaluation Report	TT 083-004
Project Evaluation Report	TT 083-005

Local Educational Agency: Wethersfield Board of Education **Address:** 222 Main St., Wethersfield, Conn. **Project Director:** John J. Allison, Jr.	**U. S. O. E. or State Project Number** 67-04333-0

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Metropolitan Effort Toward Regional Opportunity (METRO)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/67	6/30/68	$174,207.	
Cont.	7/1/68	6/30/69	$266,679.	
Cont.	7/1/69	6/30/70	$195,529.	
TOTAL			$636,415.	

Proposed Termination Date 6/30/70

Projected Title III funding for total project period: $636,415.

TARGET POPULATION: 27 school systems of the Capitol Region and the Central Connecticut Planning Region.

MAJOR OBJECTIVES: To assist schools in their attempts to improve their programs as well as to encourage such improvement by providing demonstrations of exemplary programs.

ACTIVITIES: Multi-level planning, in-service teacher training, multi-media resource center, planetarium program development, curriculum development (Family Life, Black History), television utilization, program coordination, graphic arts, computer assisted instruction, consultant services, special education programs, information dissemination, continuous needs assessment, develop regional political base.

Project Title: Metropolitan Effort Toward Regional Opportunity (METRO)	U. S. O. E. or 67-04333-0 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: External evaluation by the New England Educational Assessment Project; Internal self-evaluation by staff; Determination by local boards to participate in, or to withdraw from the project.

FINDINGS TO DATE: Cooperative solutions to educational problems can be efficient, economical and effective.

School systems will work together to effect programs that meet the above conditions. Programs of low incidence, high need and high cost are the most appropriate for cooperative programming.

DISSEMINATION PLAN:

4 monthly publications
Annual Report
Consistent face-to-face contact
Individual Program Descriptions
Film: "METRO: A Force for Change"

PROGRESS TOWARD ADOPTION:

Data for 1973-74: 35 participating boards of education; annual budget of $1,330,000; 34 different programs; 70% local support; direct service to 250 students; staff of 97; recognition through legislation as a Regional Service Center designated as Capitol Region Education Council (CREC).

Date completed or reviewed 6/74 Completed by: John J. Allison, Jr. Phone: (203) 522-6137

LEA: WETHERSFIELD

PROJECT: Metropolitan Effort Toward Regional Opportunity (METRO)

CODE NO: 084 (21 microfiche)

Documents	Identification Number
Planning Proposal	TT 084-000
Initial Operational Proposal	TT 084-001
Continuation Proposal	TT 084-002
Continuation Proposal	TT 084-003
Project Evaluation Report	TT 084-004
Project Evaluation Report	TT 084-005
End of Project Evaluation Report	TT 084-006
On Site Evaluation Report	TT 084-007
On Site Evaluation Report	TT 084-008

Local Educational Agency: Wethersfield Board of Education

Address: 222 Main St., Wethersfield, Conn.

Project Director: John J. Ferguson

U. S. O. E. or State Project Number: 69-1005

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project REMODEL

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/28/68	6/30/69	$78,383	
Cont.				
Cont.				
TOTAL				

Proposed Termination Date: 6/30/69

Projected Title III funding for total project period: $78,383

TARGET POPULATION: Junior high school students in three area schools.

MAJOR OBJECTIVES:

1. To individualize math instruction through self-directed learning activities.
2. To increase student motivation and improve attitudes toward math.
3. To relate educational technology to needs of students.

ACTIVITIES: Math teachers from the three schools developed a resource guide which identified math learning objectives and suggested teaching strategies. In each school a math lab was instituted which provided a range of audio-visual and computation equipment, and resource materials to be used by students in a self-programming approach.

Project Title: Project REMODEL	U. S. O. E. or State Project Number 69-1005

ACTIVITIES (Cont.):

EVALUATION DESIGN: Through use of check-lists and rating scales to determine adequacy and quality of materials assembled and changes in teacher and student attitudes.

FINDINGS TO DATE: Teacher response to the resource book developed was favorable. Students use of the math labs exceeded expectation and generally student attitudes/motivation toward math showed positive improvement.

DISSEMINATION PLAN: Presentations at professional conferences; news releases; visits from other districts.

PROGRESS TOWARD ADOPTION: Each participating school has continued program on its own. Visitors from other districts have taken ideas and procedures back to their schools for consideration and/or adoption.

Date completed or reviewed 5/11/74 **Completed by:** R. Richards **Phone: (203)** 566-5287

LEA: WETHERSFIELD

PROJECT PROJECT REMODEL

CODE NO: 085 (3 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 085-001
Project Evaluation Report	TT 085-004

Local Educational Agency: Windham Board of Education **Address:** 322 Prospect Street, Willimantic, Conn. 06226 **Project Director:** Jacqueline Abbott	**U. S. O. E. or State Project Number** 16-73-1010

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Internship for Beginning Teachers

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$47,587.	
Cont.				
Cont.				
TOTAL			$47,587.	

Proposed Termination Date June 30, 1976

Projected Title III funding for total project period: $107,500.

TARGET POPULATION: Beginning teachers from the towns of Brooklyn, Columbia, Coventry, Manchester, Norwich, Tolland, Vernon, Windham and the Diocese of Norwich. To include other school districts within a fifteen mile radius of Willimantic, as requested by the school districts.

MAJOR OBJECTIVES:

1. Help beginning teachers to assess their professional preparation in order to determine individual needs for further professional growth.
2. Improve the effectiveness of beginning elementary school teachers.
3. Facilitate the initial entry into professional employment.
4. Strengthen the relationships among beginning teachers and school staff members through development of communication skills.
5. Improve instructional capabilities of beginning teachers so that children receive quality instruction sooner.
6. Encourage cooperative planning between the college and school.
7. Establish mechanisms for college personnel to provide followup guidance for beginning teachers.

ACTIVITIES:

1. Two week workshop prior to school opening in September to help the new teacher be better prepared for initial days of teaching, to assess individual strengths and weaknesses in order to plan a continuing program of professional development, and to build confidence in his evolving role concept of professional educator. Graduate credit is granted, thus providing a concept of continuing professional education for the teacher.

Project Title: Internship for Beginning Teachers	U.S.O.E. or State Project Number: 16-73-1010

ACTIVITIES (Cont.):

2. Four workshops spaced throughout the year for all of the participating teachers and built on expressed needs of the teacher group. Small group workshop sessions to meet specific needs of special groups.
3. Four issues of a newsletter, Reflections, to inform the teachers of current approaches and ideas, and to share classroom experiences of participating teachers.
4. Staff makes regular on-site visits to each teacher at his teaching station. Each visit includes observation in the classroom and a conference with the teacher. The conference includes feedback, sharing of concerns expressed by the teacher.

EVALUATION DESIGN: A pre- and post-questionnaire which assess needs of the teacher in the areas of content, methodology, the professional-operational aspect of the classroom and the community, and securing personal growth of child and teacher through learning is the major evaluation tool. Narrative data are forthcoming through a Log kept by teachers during the summer workshop and throughout the year.

FINDINGS TO DATE: Beginning teachers, no matter how well prepared, are initially apprehensive about: being successful as a teacher, establishing rapport with their children, their peers, and their supervisors; and whether they know enough to handle the situations they will face.

Beginning teachers respond positively to sharing their knowledge and their apprehensions with peers and with leaders who function in a helping relationship. The response grows with the degree of participation and through building trust.

DISSEMINATION PLAN: Currently four editions of a newsletter--disseminated to participating teachers, administrators, college staff, Title III Project Directors, and other interested parties. Planning descriptive brochure for participating teachers, school administration and boards. Prepared a report for the presidents of four state colleges in Connecticut.

PROGRESS TOWARD ADOPTION: In the second year school districts have agreed to assume a $250.00 assessment for each teacher participant. This assessment covers stipends returned to teachers for attendance at workshops and for graduate credit.

Eastern Connecticut State College is currently deliberating as to staffing for the Program. This will occur in three stages. Eastern currently provides space, telephone, and postage. Cost of publishing a newsletter and providing secretarial help is anticipated at the end of the grant funding. The curriculum Committee of the Education Division has recommended adoption of the Program by the Education Division at Eastern Connecticut State College. Final approval by the Education Division will ensure adoption.

Date completed or reviewed 4/1/74 Completed by: Jacqueline Abbott Phone: (203) 423-4581 ext. 339

LEA: WINDHAM

PROJECT: INTERNSHIP FOR BEGINNING TEACHERS

CODE NO: 086 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 086-001

Local Educational Agency: Windham Board of Education **Address:** 322 Prospect Street, Willimantic, Conn. 06226 **Project Director:** Pamela F. Reed	**U. S. O. E. or State Project Number** 16-72-1031

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Partners in Placement

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/72	6/30/73	$12,600.	
Cont.	7/1/73	6/30/74	$ 9,450.	
Cont.				
TOTAL				

Proposed Termination Date 6/30/75

Projected Title III funding for total project period: $28,350.

TARGET POPULATION: Children unable to function in classroom due to unacceptable social behavior and inability to fulfill the student role.

MAJOR OBJECTIVES:

1. The pupil will develop acceptable learning behavior, particularly in areas of attention, response, following directions and independent work habits suitable for the classroom in which he is enrolled.
2. The classroom teacher will learn effective modification techniques for working with the pupil in the classroom environment.

ACTIVITIES:

Two areas:

A. Training of 12 staff members to construct and carry out own program with project practitioner support.

B. Project practitioner provides intervention in classroom setting to increase targeted behaviors and decrease others as targeted by the present or receiving classroom teacher.

Project Title: Partners in Placement	U. S. O. E. or 16-72-1031 State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Pre-intervention and post-intervention through behavior target schedule utilizing a technique such as: frequency, duration, event sampling, interval spoilage.

FINDINGS TO DATE: Generally, pupils under contingency contracts, knowing consequences, improve the performance of the student role.

DISSEMINATION PLAN: Essentially intra-community, involving personal contact.

PROGRESS TOWARD ADOPTION: Presently 25% funding is supplied by the local board of education.

Date completed or reviewed 3/25/74 Completed by: Pamela F. Reed Phone: (203) 423-8401 Ext. 21 or 22

LEA: WINDHAM

PROJECT: PARTNERS IN PLACEMENT

CODE NO: 087 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 087-001
Continuation Proposal	TT 087-002
Project Evaluation Report	TT 087-004

Local Educational Agency: Windham Board of Education

Address: 322 Prospect St., Willimantic, Conn. 06226

Project Director: William R. Niemann

U. S. O. E. or State Project Number: 16-73-1009

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Self Search

Funding Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/1/73	6/30/74	$16,750.	
Cont.				
Cont.				
TOTAL			$16,750.	

Proposed Termination Date: 6/30/76

Projected Title III funding for total project period: $36,800.

TARGET POPULATION: Primarily families of children of public school age who have been referred to Pupil Personnel Services and who could benefit from counseling services. Basic criteria for selection:

1. Child presents persistent social and academic problems for 2 years.
2. The majority of family units will have more than one child.
3. Most of family's children are of elementary school age.
4. Parents express desire to help child with his emotional or adjustment problems.

MAJOR OBJECTIVES:

1. Assist family in creating a healthy family home environment for the child and gaining an understanding of his potential and needs.
2. Modify student's non-productive social and academic behavior.
3. Open channels of communication between parent, child and school.
4. Student will develop more tolerance toward parents, peers and teachers as observed by development of positive communicative relations.
5. Student will develop a concept of self incorporating school achievement.

ACTIVITIES: A. Planning Phase (12 days alloted).

1. Administrative--Director interviewed and recruited consulting psychiatrists, clinical psychologists, and psychiatric social workers who would be willing to train school counselors in family counseling and orient teachers to the role which they play with the children served. School counselors ultimately took on responsibility of orienting district teachers instead of consultants. Referrals came initially through the Planning and Placement Team and later from principals, guidance staff, and self referrals as a result of news releases.

Project Title: Self Search	U. S. O. E. or 16-73-1009 State Project Number

ACTIVITIES (Cont.):

Case intake from October through December was done jointly by one of the clinical consultants and a school counselor serving the family. Commencing in January the counselors picked up their own cases and taped them. This was followed by weekly supervision from the consultants.

EVALUATION DESIGN: A. Pre-counseling assessment of all counselees.

1. Administration of Interaction Appraisal Survey (locally prepared).
2. Administration of "Student Problems Assessment Survey" student form--locally prepared.
3. Completion of "Student Problems Assessment Survey" teacher from LP
4. Administration of "The Rotter Incomplete Sentences Blank"
5. Completion of "Walker Problem Behavior Identification Checklist" by teacher.

B. Post Counseling Assessment

1. Repeat of instruments used in pre-counseling assessment in order to evaluate student growth and progress.

FINDINGS TO DATE:

1. The project fostered positive communication skills and allowed verbalization by family members. This improved relations within the family and the school system resulting in positive approaches for facing and resourcefully resolving target problems.
2. Significant behavioral improvement resulted in school. Some academic improvement has been noted.
3. Those families who attended at least 6 - 8 sessions developed a sense of responsibility which was shared among family and school rather than the finger being pointed at an individual.

DISSEMINATION PLAN:

Will respond to inquiries on the project and submit copies of same and appropriate attachments as requests are made from interested school systems or agencies.

PROGRESS TOWARD ADOPTION:

The clinical team and the Director of Pupil Personnel Services is recommending to the Board of Education continuance and expansion of project services.

Date completed or reviewed 4/30/74 Completed by: W. R. Niemann Phone: (203) 423-8401

LEA: WINDHAM

PROJECT: SELF SEARCH

CODE NO: 088 (1 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 088-001

282

Local Educational Agency: Woodbridge Board of Education **Address:** Beecher Road School, Woodbridge, Conn. 06525 **Project Director:** John C. Mulrain	**U. S. O. E. or State Project Number** 67-03610-0

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Cooperative Urban Suburban Summer School

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	7/67	6/30/68	$20,020.	
Cont.	7/68	6/30/69	$28,800.	
Cont.	7/69	6/30/70	$20,200.	
TOTAL			$69,020.	

Proposed Termination Date 6/30/70

Projected Title III funding for total project period: $69,020.

TARGET POPULATION: Elementary pupils from urban and suburban districts; indirectly parents and other adults in Woodbridge.

MAJOR OBJECTIVES:

1. To determine the feasibility of urban-suburban school mixing.
2. To determine the benefits or deficits that accrue to children involved in the program.
3. To determine to what extent cooperative programs can be developed between urban and suburban school districts.
4. To determine what effect such programs have on the adult community.

ACTIVITIES: Briefly, the Woodbridge program is one whereby 100 children were enrolled in grades kindergarten through grade 4. Sixty (60) of the children come from Woodbridge and forty (40) from New Haven. The program was divided into three main categories or phases: Phase I - Academics (language arts); Phase II - Enrichment (drama, music and art); Phase III - Recreation. This program and setting provide the city and suburban pupils with an opportunity to study, work and play together. Literally these children have an opportunity to live together when they take an overnight trip to a camp in Connecticut.

Project Title: Cooperative Urban Suburban Summer School	U. S. O. E. or 67-03610-0 State Project Number

EVALUATION DESIGN: Outside Consultant--Dr. Donald H. Ackerman, Jr. The students from Woodbridge and from the inner-city New Haven area were exposed to a varied summer school program stressing creativity, flexibility of curricular offerings, opportunities for field trips and overnights, and the interaction stemming from daily contacts. Their progress was checked through pre and post session Stanford standardized achievement testing. In the more significant area of attitudinal change, a specially-constructed instrument was administered. In order to study the effects on the community, an instrument was developed to check into attitudes and intensity of attitudes on certain aspects of the program's philosophy and effects. Teachers were approached for an analysis of their reaction to the program and its participants. Teachers, teachers' aides, teachers' assistants and consultants were interviewed to explore many areas of mutual interest and concern, and, in addition, completed open-ended questionnaires detailing their comments on the strengths and weaknesses of the project as well as their recommendations for changes in subsequent sessions.

FINDINGS TO DATE: Changes favorable to the objectives and goals of the program occurred to a significant degree among pupils and parents of both communities. The pre-session means and scores rose to a point where there was a strong degree of agreement that the program was at least "not bad and may well be something valuable" even among the same Woodbridge parents who were strongly opposed in 1967.

DISSEMINATION PLAN: Annual Reports sent each year to those requesting them, as well as to all of the area superintendents of schools. Materials also distributed at educational conferences held throughout the State. During the program period numerous press releases and stories were carried through all local news media.

PROGRESS TOWARD ADOPTION: Progressed from summer project to full time involvement in "Project Concern," a voluntary urban-suburban program carried on during the school year.

Date completed or reviewed 4/10/74 Completed by: John C. Mulrain Phone: (203) 389-9567

LEA: WOODBRIDGE

PROJECT: COOPERATIVE URBAN SUBURBAN SUMMER SCHOOL

CODE NO: 089 (7 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 089-001
Continuation Proposal	TT 089-002
Continuation Proposal	TT 089-003
Project Evaluation Report	TT 089-004
Project Evaluation Report	TT 089-005
Project Evaluation Report	TT 089-006

Local Educational Agency: Woodbury Board of Education **Address:** School Street, Woodbury, Conn. **Project Director:** Duncan McDougall	**U. S. O. E. or State Project Number** 8-050940-2621

ABSTRACT -- NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Connecticut Outdoor Project in Educational Services (COPES)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	2/1/68	1/31/69	$79,845.	
Cont.	2/1/69	6/30/69	$40,000.	
Cont.				
TOTAL			$119,845.	

Proposed Termination Date 6/30/69

Projected Title III funding for total project period: $119,845.

TARGET POPULATION: Elementary and secondary pupils and teachers in 12 area towns.

MAJOR OBJECTIVES:

1. To help children and young people to increase their knowledge of the natural world.
2. To develop awareness of inter-relatedness of life.
3. To encourage solutions of problems in environmental protection.
4. To utilize natural resource specialists in teacher training and curriculum development.

ACTIVITIES:

-In-service training of teachers in outdoor education.
-Field study and demonstrations for pupils both at the project outdoor center and in locale of the various schools.
-Development of special curricular materials and field sites for school use.
-Special programs for a range of exceptional pupils.

Project Title:	Connecticut Outdoor Project in Educational Services (COPES)	U. S. O. E. or State Project Number	8-050940-2621

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Combination of objectives and subjective approaches including testing, observation, and participant reactions.

FINDINGS TO DATE:

-Several outdoor labs (field sites) were established at various area locations.
-Teachers from range of schools responded favorably to in-service training programs.
-Successful incorporation of curricular materials and emphasis in regular and Voc-Ag classrooms.

DISSEMINATION PLAN:

Newsletter, speaking to civic groups, news releases.

PROGRESS TOWARD ADOPTION:

Because of internal problems in the project, it was not continued.

Date completed or reviewed 6/10/74 Completed by: R. Richards Phone: (203) 566-5287

277

LEA: WOODBURY

PROJECT: CONNECTICUT OUTDOOR PROJECTS IN EDUCATIONAL SERVICES (COPES)

CODE NO: 090 (7 microfiche)

Documents	Identification Number
Initial Operational Proposal	TT 090-001
Continuation Proposal	TT 090-002
Project Evaluation Report	TT 090-005
On Site Evaluation Report	TT 090-006

Local Educational Agency: Woodbury Board of Education Address: School St., Woodbury, Conn. Project Director: Frank Gillooly	U. S. O. E. or State Project Number 68-6107

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Greater Regional Opportunities for Waterbury (GROW)

Funding:

Type	Period of Funding From	Period of Funding To	Amount of Grant	Total Operating Budget by Funding Period
In. Oper App.	6/28/68	6/30/69	$50,315.	
Cont./				
Cont.				
TOTAL				

Proposed Termination Date 6/30/69

Projected Title III funding for total project period: $50,315

TARGET POPULATION: The total school population of the Waterbury area ultimately.

MAJOR OBJECTIVES: To plan for the regional development of:

1. Educational programs for academically gifted.
2. Extended utilization of TV and related technology in education.
3. Information collection and retrieval system processing school and community data.
4. Forecasting system for employment opportunities and trends.

ACTIVITIES: Representatives from area school systems and industries formed planning committees to explore each of the major areas of concern with the aid of a full-time planning coordinator. In turn, these planning committees worked with appropriate community groups.

Project Title:	Greater Regional Opportunities for Waterbury (GROW)	U. S. O. E. or State Project Number	68-6107

ACTIVITIES (Cont.):

EVALUATION DESIGN: Analysis of the process and outcomes of planning.

FINDINGS TO DATE: Some useful data were generated and several implementation proposals were advanced.

DISSEMINATION PLAN: Feedback by planning representatives to their respective agencies/groups.

PROGRESS TOWARD ADOPTION: Because of internal problems the project did not progress beyond the planning stage.

Date completed or reviewed 5/9/74 **Completed by:** R. Richards **Phone: (203)** 566-5287

LEA: WOODBURY

PROJECT: GREATER REGIONAL OPPORTUNITIES FOR WATERBURY (GROW)

CODE NO: 091 (4 microfiche)

Documents	Identification Number
Planning Proposal	TT 091-000
On Site Evaluation Report	TT 091-006

TITLE III

SUBJECT INDEX

a.c.e.s.

EDUCATIONAL
RESOURCES
CENTER

800 DIXWELL AVENUE, NEW HAVEN, CONNECTICUT 06511

282

INDEX OF PROJECTS BY SUBJECT

	PAGE
ADULT EDUCATION	
Waverly Opportunities Workshop (WOW)	121
World of Work	73
AFFECTIVE EDUCATION	
AFED/SELF	199
Monroe Builds Communication	154
Schools Humanize and Individualize Programs (SHIP)	223
School Within A School (SWAS)	151
Seminars in Affective Education Leadership (SAEL)	136
ALTERNATIVE EDUCATION	
Alternative Center for Education (ACE)	91
Organization of Community and School Staff for Restructuring the School System	163
School Within A School (SWAS)	151
AREA SERVICE CENTERS	
Area Cooperative Educational Services (ACES)	175
Area Educational Service Center	91
Greater Regional Opportunities for Waterbury (GROW)	265
Long Range Educational Assistance for Regional Needs (LEARN)	181
Metropolitan Effort Toward Regional Opportunity (METRO)	244
Project ASK	49
Regional Educational Services Concept Through Effort (RESCUE)	55
A Regional Pupil Services Teamwork Approach	187
School Progress Reaches Each District (SPRED)	178
ARTS	
Career Education in the Arts	229
Development of an Evaluation Process to Identify Gifted Students	202
Drama/Tech.	208
Greater Regional Opportunities for Waterbury (GROW)	265
Long-Range Educational Assistance for Regional Needs (LEARN)	181
Multi-Media Music Humanities Project (MECCA)	25
Music Utilizes Students' Interests & Creativity (MUSIC)	205
Project CREATE	166
Project ORFF	67
Project PEP	82
Regional Educational Services Concept Through United Effort (RESCUE)	55
AUDIOVISUAL CENTERS	
Dial Select	232
Greater Regional Opportunities for Waterbury (GROW)	265
Long-Range Educational Assistance for Regional Needs (LEARN)	181
Metropolitan Effort Toward Regional Opportunity (METRO)	244
RAVE	145

	PAGE
BEHAVIOR MODIFICATION	
Accent on Creativity: Talent (ACT)	13
Evaluation of the Use of Various Types of Incentives in Educational Programs	241
Partners in Placement	253
BILINGUAL EDUCATION	
Experimental Bicultural Early Childhood Education	16
CABLE TELEVISION	
Cable RAVE	139
Educational Use of Cable TV	4
CAREER EDUCATION	
Career Education in the Arts	229
Career Orientation and Curriculum Redesign	184
Project View: Career Information Center	46
School-Community Occupational Preview Experiences (SCOPE)	196
World of Work	73
COMMUNITY SCHOOL RELATIONSHIPS	
Organization of Community and School Staff for Restructuring the School System	163
School Within A School (SWAS)	151
COMPUTERS	
Connecticut Suburban and Shoreline Educational Computer Center (COSSECC)	85
Dial Select	232
Long-Range Educational Assistance for Regional Needs (LEARN)	181
Project REMODEL	247
School Progress Reaches Each District (SPRED)	178
CORRECTIONAL REHABILITATION	
School Counseling Liaison Between Community, School and Institution	58
Vocational Evaluation for Work Training	61
COUNSELING AND GUIDANCE	
Analysis and Evaluation of Guidance Services	214
Counseling for the Gifted	76
Decision-Making Skills	94
Developing an Evaluation Process to Identify Gifted Students	202
Developing Theater Arts Techniques for Counselors	1
An Extension of Elementary Counseling: Reaching Children Through Parent Participation	28
In-Service Counselors	70
Monroe Builds Communication	154
Program to Evaluate and Strengthen Guidance Services	142
School Counseling Liaison Between Community, School and Institution	58
Self Search	256
Women Today & Tomorrow	124

	PAGE
CROSS CULTURAL STUDIES	
Connecticut Cluster Program in Non-Western Cultures	79
DECISION MAKING SKILLS	
Decision Making	94
DISADVANTAGED GROUPS	
Academic Games	88
Alternate Center for Education (ACE)	91
Cooperative Urban-Suburban Summer School	259
Life Through Cinema	100
Long-Range Educational Assistance for Regional Needs (LEARN)	181
Metropolitan Effort Toward Regional Opportunity (METRO)	244
Operation GO	106
Operation HICUT	109
Organization of Community and School Staff for Restructuring of the School System	163
Project CONCERN	112
Project RELATE	22
SPHERE	115
U. S. Grant Foundation Summer School	169
EARLY CHILDHOOD EDUCATION	
ANISA	217
Experimental Bi-Cultural Early Childhood Programs	16
Parental Pre-School Approach for Prevention of Learning Disabilities	34
Pre-School Identification and Prevention of the Handicapped	19
EDUCATIONAL PLANNING	
Hartford '74	97
Organization of Community and School Staff for Restructuring the School System	163
Research, Development and Innovation Center	127
EDUCATIONAL TECHNOLOGY	
Connecticut Suburban and Shoreline Educational Computer Center (COSSECC)	85
Dial Select	232
Greater Regional Opportunities for Waterbury (GROW)	265
Project PEP	82
Project REMODEL	247
ENVIRONMENTAL EDUCATION	
Connecticut Outdoor Project in Educational Services (COPES)	262
Eliot Pratt Outdoor Center	54
Project Oceanology	211
Project Outdoors	133
Talcott Mountain Science Center for Student Involvement	7

PAGE

EVALUATION
Analysis and Evaluation of Guidance Services 214
Area Cooperative Educational Services 175
Development of an Evaluation Process to Identify Gifted Students 202
Project Evaluation 43
Program to Evaluate and Strengthen Guidance Services 142

FAMILY COUNSELING
Self Search 256

GAMES
Academic Games 86

GIFTED AND TALENTED
Accent on Creativity (ACT) 13
Career Education in the Arts 229
Counseling for the Gifted 76
Development of an Evaluation Process to Identify Gifted Students 202
Greater Regional Opportunities for Waterbury (GROW) 265
Operation ASTRA 103
Project CREATE 166
Talcott Mountain Science Center for Student Involvement 7

HUMAN RELATIONS
Monroe Builds Communications 154

HUMANISTIC EDUCATION
AFED/SELF 199
Creativity in the Classroom 160
Monroe Builds Communications 154
Schools Humanize and Individualize Programs (SHIP) 223
School Within A School (SWAS) 151
Seminars in Affective Education Leadership (SAEL) 136

IN-SERVICE TEACHER EDUCATION
Associate Special Education Research Center (ASERC) 130
Cooperative Individualized Reading Program (CIRP) 235
Internship for Beginning Teachers 250
A Model Program (AMP) 10
Operation HICUT 109
Project RELATE 22
Teacher Interactive Learning Center 118
Teacher Upgrading 226

INDIVIDUALIZED INSTRUCTION
Alternate Center for Education (ACE) 91
ANISA 217
Cable RAVE 139
Cooperative Individualized Reading Project (CIRP) 235
Developmental Resource Center 31

	PAGE
INDIVIDUALIZED INSTRUCTION (continued0	
Dial Select	232
Learning Center	157
A Model Program (AMP)	10
Project REMODEL	247
Project RELATE	22
Regional Educational Services Concept Through United Effort (RESCUE)	55
Schools Humanize and Individualize Programs (SHIP)	223
School Within A School (SWAS)	151
Talcott Mountain Science Center for Student Involvement	7
INFORMATION RETRIEVAL	
Connecticut Suburban and Shoreline Education Computer Center (COSSECC)	85
Dial Select	232
Greater Regional Opportunities for Waterbury (GROW)	265
INNER CITY PROGRAMS	
Academic Games	88
Alternate Center for Education (ACE)	91
Cooperative Urban Suburban Summer School	259
Creativity in the Classroom	160
Experimental Bicultural Early Childhood Programs	16
Greater Regional Opportunities for Waterbury (GROW)	265
Hartford '74	97
Life Through Cinema	100
Metropolitan Effort Toward Regional Opportunity (METRO)	244
Operation GO	106
Operation HICUT	109
Organization of Community School and Staff for Restructuring the School System	163
Project RELATE	22
SPHERE	115
U. S. Grant Foundation Summer School	169
Waverly Opportunities Workshop (WOW)	121
MARINE BIOLOGY	
Project Oceanology	211
MATHEMATICS	
Connecticut Suburban and Shoreline Education Computer Center (COSSECC)	85
A Model Program (AMP)	10
Project Remodel	247
Regional Elementary School Teacher Upgrading	226
MOVEMENT EDUCATION	
Career Education in the Arts	229
Development of an Evaluation Process to Identify Gifted Students	202
Movement Education for the Handicapped	40

PAGE

MOVEMENT EDUCATION (continued)
Multimedia Electronic Composition and Comparable Applications Project (MECCA) 25
Music Utilizes Students' Interests and Creativity (MUSIC) 205
Project ORFF 57
Project PEP 82

NON-COLLEGE PREPARATORY STUDENTS
GAP 172

OUTDOOR EDUCATION
COPES 262
Eliot Pratt Outdoor Center 52
Project Outdoors 133
Talcott Mountain Science Center for Student Involvement 7

PARENT PARTICIPATION
An Extension of Elementary Counseling: Reaching Children Through Parent Participation 28
Pre-School Intervention and Prevention for the Handicapped 19
Self Search 256
Waverly Opportunities Workshop (WOW) 121

PRIMARY EDUCATION
Developmental Resource Center 31

READING
Cooperative Individualized Reading Project (CIRP) 235
Evaluation of the Use of Various Types of Incentives in Educational Programs 241
Experimental Bicultural Early Childhood Program 16
Project RELATE 22

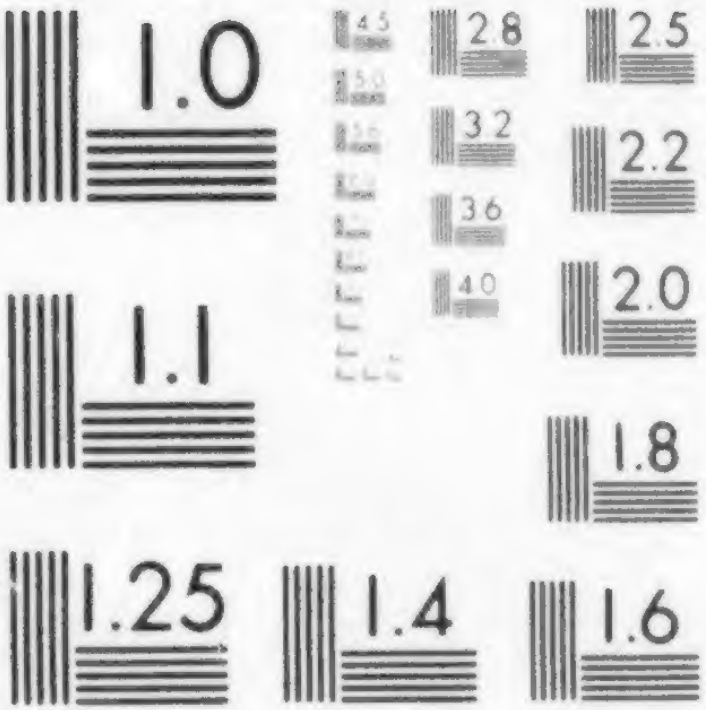
SCHOOL INTEGRATION
Cooperative Urban Suburban Summer School 259
Project CONCERN 112
SPHERE 115

SCIENCE
Connecticut Outdoor Project in Educational Services 262
Connecticut Suburban and Shoreline Educational Computer Center (COSSECC) 85
Metropolitan Effort Toward Regional Opportunity (METRO) 244
Project Outdoors 133
Talcott Mountain Science Center for Student Involvement 7
Regional Elementary School Teacher Upgrading 226

SENIOR CITIZENS
Seniors Tutor for Educational Progress (STEP) 190

	PAGE
SOCIAL STUDIES	
Connecticut Cluster Project in Non-Western Cultures	79
Life Through Cinema	100
Long-Range Educational Assistance for Regional Needs (LEARN)	181
Project Discuss	148
SPECIAL EDUCATION	
Associate Special Education Resource Center (ASERC)	130
Developmental Resource Center	31
Evaluation of the Use of Various Types of Incentives in Education Programs	241
The Learning Center	157
Long-Range Educational Assistance for Regional Needs (LEARN)	181
Movement Education for the Handicapped	40
Parental Pre-School Approach for the Prevention of Learning Disabilities	34
Partners in Placement	253
Pre-School Intervention and Prevention for the Handicapped	19
Project ASK	49
Project Improve	64
Project ORFF	67
Project 3R	220
Regional Pupil Services Team Approach	187
School Community Occupational Preview Experience (SCOPE)	196
School Counseling Liaison Between Community, School and Institution	58
Self Search	256
Seniors Tutor for Educational Progress (STEP)	190
Youth Services Training Program	238
STUDENT CHARACTERISTICS	
GAP	172
TEACHER EDUCATION	
Associate Special Education Research Center (ASERC)	130
Internship for Beginning Teachers	250
TEACHER INTERNS	
Internship for Beginning Teachers	250
THEATER ARTS	
Career Education in the Arts	229
Creativity in the Classroom	160
Developing Theater Arts Techniques for Counselors	1
Drama/Tech.	208

	PAGE
TUTORING	
Seniors Tutor for Educational Progress (STEP)	190
URBAN EDUCATION	
Creativity in the Classroom	160
VOCATIONAL EDUCATION	
Drama/Tech.	208
Innovative Vocational Education (IVE)	37
Vocational Evaluation for Work Training	61
Youth Services Training Program	238
WOMEN'S ROLE	
Women Today and Tomorrow	124



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